

## Rights, responsibilities and recognition (behaviour)

|                             |                    |                             |            |
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|------------------------------------------------------------------------|-----------|
| <b>1. Aims</b>                                                         | <b>1</b>  |
| <b>2. Principles</b>                                                   | <b>2</b>  |
| <b>3. Definitions</b>                                                  | <b>2</b>  |
| <b>4. Roles and responsibilities</b>                                   | <b>4</b>  |
| <b>5. Recognition, rewards and sanctions</b>                           | <b>5</b>  |
| <b>6. Behaviour management</b>                                         | <b>6</b>  |
| <b>7. Student transition</b>                                           | <b>7</b>  |
| <b>8. Training</b>                                                     | <b>7</b>  |
| <b>9. Monitoring arrangements</b>                                      | <b>8</b>  |
| <b>10. Links with other policies</b>                                   | <b>8</b>  |
| Appendix 1: Expected and outstanding behaviours                        | 9         |
| Guidelines for recognising achievement                                 | 9         |
| <b>Appendix 2: Guidelines for managing misbehaviour</b>                | <b>10</b> |
| <b>2a. Guidelines for class teachers</b>                               | <b>11</b> |
| <b>2b. Guidelines for tutors</b>                                       | <b>12</b> |
| <b>Appendix 3: Guidelines for managing serious misbehaviour</b>        | <b>13</b> |
| Appendix 4: Reset Classroom procedures                                 | 15        |
| 4a. General procedures                                                 | 15        |
| 4b. Exclusion procedures                                               | 16        |
| 4c. Reasonable adjustments - students with identified additional needs | 16        |
| Appendix 5: Monitoring and intervention                                | 17        |
| Appendix 6: Mitigating & Aggravating Circumstances                     | 18        |

### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline the school's **expectations** for behaviour
- **Define** what we consider to be praiseworthy and unacceptable behaviour

## RIGHTS, RESPONSIBILITIES & RECOGNITION (BEHAVIOUR) POLICY & PROCEDURES

### The Sixth Form Centre

- Summarise the **roles and responsibilities** of different members of the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Principles

This policy is underpinned by the school's **core values of respect, responsibility and resilience**. Our students and staff:

- Have the **right**:
  - to work and learn in a safe, calm and purposeful learning environment, and
  - to be treated with **respect** and dignity,
- Are **responsible** for:
  - their actions and behaviours, and
  - restoring or repairing any damage they cause to the feelings and property of others
- Are **resilient**, self reliant individuals who aspire towards success

As such we expect:

- High standards of behaviour
- Successful learners
- An inclusive pastoral system that encourages high aspirations
- Positive relationships
- Well defined classroom routines and expectations

## 3. Definitions

It is the school's expectation that all students will conduct themselves in a responsible manner in all matters affecting the school so that our purpose in teaching and learning can be achieved to maximum effect. The essence is positive, thoughtful, sensible behaviour. The principle behind the **school rules** is not prescriptive, but is one of reasonableness and common sense. They exist to ensure the safety and wellbeing of all students and the smooth running of the school.

### A student who exhibits **outstanding behaviours**:

- Highly motivates themselves and others
- Challenges themselves frequently and seeks to improve
- Always displays exceptional effort
- Consistently encourages others to participate and contribute
- Encourages others to be kind/ respectful to others and the surroundings.
- Encourages others who take responsibility for their own actions
- Picks up other people's litter
- Encourages others to dress appropriately and with pride

### **Misbehaviour** is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Insufficient effort in classwork or independent study
- Poor attitude
- Incorrect uniform or inappropriate Sixth Form dress

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| Serious misbehaviour is defined as:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Examples of prohibited items                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Repeated breaches of the school rules</li><li>• Any form of bullying (defined below)</li><li>• Physical assault</li><li>• Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)</li><li>• Vandalism</li><li>• Theft</li><li>• Fighting</li><li>• Smoking/vaping</li><li>• Racist, sexist, homophobic or discriminatory behaviour</li><li>• Possession of any prohibited items</li><li>• Consumption of alcohol or drugs prior to or during the school day</li><li>• Any breach of the law</li><li>• Making an untrue malicious allegation</li></ul> | <ul style="list-style-type: none"><li>• Knives or weapons</li><li>• Alcohol<sup>1</sup></li><li>• Illegal drugs</li><li>• Stolen items</li><li>• Tobacco, cigarette papers or e-cigarettes<sup>2</sup></li><li>• Fireworks</li><li>• Pornographic images</li><li>• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)</li></ul> |

**Bullying** is defined as **any behaviour that hurts, scares or upsets someone physically, emotionally or verbally, several times and on purpose**. It is usually unprovoked and can continue for a long period of time. It often reflects an abuse of power.

The three main types of bullying are:

1. **Physical** - This includes hitting, kicking, scratching and the taking or deliberate damaging of property.
2. **Verbal** - This includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist), teasing, threats and extortion or sending nasty notes, text messages, emails etc.
3. **Indirect** - This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, sexual orientation, gender identity, age, or disability. This can also be directed towards someone because of their association with someone with these characteristics: for example, where a student has gay parents, or a sibling with a disability.

Bullying can include:

| Type of bullying | Examples                                                                    |
|------------------|-----------------------------------------------------------------------------|
| Emotional        | Being unfriendly, excluding, tormenting                                     |
| Physical         | Hitting, kicking, pushing, taking another's belongings, any use of violence |

<sup>1</sup> Gifts for staff should be left by an adult at either school reception.

<sup>2</sup> Applies to Years 7-11. Sixth Form students must keep these items out of sight at all times whilst on the premises.

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|                           |                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Racial                    | Racial taunts, graffiti, gestures                                                                                                                                             |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing, 'banter'                                                                                                                   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

## 4. Roles and responsibilities

### Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### SLT

The Senior Leadership Team will support staff in responding to behaviour incidents.

### Parents / Carers

Parents are expected to:

- Support their child in meeting the school's expected behaviours outlined in [Appendix 1](#).
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher/tutor/Reset Classroom Manager promptly.
- Download, monitor and engage with communications on Class Charts.
- Liaise with the school regarding any issues that may influence their child's engagement in school.
- Interact with the school in a polite and respectful way
- Ensure that their child attends school regularly
- Ensure that their child is in school uniform/dress code every day
- Monitor and support their child with the completion of independent study
- Attend parents' evenings and other school information events

### Students

Students are expected to follow these basic rules:

- Do as you are asked by all members of staff, the first time they ask you.
- Be ready to learn. Be on time, in the correct uniform/dress, and with all the equipment you need.
- Complete all classwork and independent study to the best of their ability
- Be respectful of others. Keep your hands, feet, equipment and unhelpful comments to yourself at all times.
- Focus on your own work and allow others to focus on theirs. Do not interrupt the learning of others.
- Show respect for school property and the environment. If an accident happens, report it immediately.
- Be punctual to school and to lessons.

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- Act as ambassadors for the school.
- Inform a member of staff if they feel upset, worried or scared or if they know of another student who is feeling this way

### **Staff**

Staff in general are responsible for:

- Providing a safe learning environment
- Providing high quality pastoral care
- Implementing the behaviour policy consistently
- Promoting positive relationships
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students and as such supporting learners to achieve their potential.
- Establishing clear expectations and routines
- Providing students with opportunities for learning outside the classroom
- Working closely with parents/carers to develop learning and opportunities
- Working with a range of parties to support progress.
- Recording behaviour incidents according to this policy
- Improving their own professional effectiveness

## **5. Recognition, rewards and sanctions**

### **Recognition and rewards**

Positive behaviours and contributions will be recognised or rewarded with:

- Praise, given promptly
- Achievement points recorded in Class Charts. These may be exchanged for special responsibilities, privileges and reward items via the Reward Store.
- Messages, letters or phone calls home to parents and carers in line with staff expectations
- Awards certificates, usually presented in assemblies
- Special opportunities e.g. cinema or theatre visits

### **Sanctions**

The school may use one or more of the following sanctions or responses to unacceptable behaviour:

- A verbal reminder of behaviour expectations
- A verbal warning of consequences
- A move to a new place in the classroom
- 5 minutes 'cooling off' or a one to one discussion outside the classroom
- Relocation to the Reset Classroom
- An expectation that work will be completed at home, or at break, at lunchtime or after school
- Detention at break or lunchtime, or after school depending on the stage of intervention
- Referring the student to a senior member of staff
- Temporary retention of a learner's property
- Confiscation
- Internal exclusion
- Fixed-term exclusion
- Referring an incident to the Police

More detailed guidance is provided in [Appendix 2](#).

### **Other restorative processes include**

- Phone calls or emails home to parents/carers

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### The Sixth Form Centre

- Students may be put on departmental report, tutor report, HOY report or SLT report in discussion with parents /carers
- A restorative meeting

### The Reset Classroom

A student will be sent to the Reset Classroom in response to serious or persistent breaches of this policy. There are a number of things that will happen once a student has been sent to the Reset Classroom

- The student will hand over their phone
- The student will be given work to be completed using the online classroom
- The student remains in the Reset Classroom for 2 lessons for a first sanction and 4 lessons for repeated visits to the room.
- If the student does not engage with any of the above expectations they will be given a further sanction; this could include a second day in the Reset Classroom or a Fixed Term Exclusion for one day.
- Parents will be informed of the removal to the Reset Room via an S1 notification on Class Charts.
- The teacher will have a restorative conversation with the student

### Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, *e.g. on a school visit or on the bus on the way to or from school.*

### Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to our [Safeguarding & Child Protection policy](#) for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

## 6. Behaviour management

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within school. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display and communicate the school's expectations and their own classroom rules

#### Routines

- Establish, maintain and model routines and high expectations
- Deliver consistently well-planned, engaging and differentiated lessons
- Establish and maintain clear boundaries, to ensure a predictable environment in which students feel safe

#### Relationships

- Develop positive relationships with students by, for example:
  - Greeting students in the morning/at the start of lessons
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Managing low-level disruption in line with the guidance in this policy
  - Using positive reinforcement
- Model positive and respectful relationships for the students.
- Promote appropriate language and positive listening skills in all areas of work.

#### Responses

- Respond in a calm, considered and controlled manner
- Promote positive and appropriate responses to both positive and negative situations

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- Give praise that is genuine and precise
- Where possible, describe the effects of behaviour and not the behaviour itself
- Offer supportive responses to students to enable behavioural change

#### **Physical restraint and use of reasonable force**

In rare circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Reasonable force may be used to search for illegal or prohibited items.

#### **Confiscation**

Any prohibited items found in students' possession should be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

#### **Student support**

The school recognises its duty to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Our SENDCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist staff, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **7. Student transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **8. Training**

Behaviour management will form part of the school's Continuing Professional Development.

## **9. Monitoring arrangements**

This behaviour policy will be reviewed annually by the Principal in consultation with school staff. At each review, the policy will be approved by the Principal.

Student behaviours and achievements will be monitored by:

- Regular reports from SIMS and Class Charts
- Classroom visits etc in accordance with the school's Quality Assurance cycle

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- Tutors, Heads of Year and Heads of Department/Faculty
- Analysis of reviews

## **10. Links with other policies**

This policy should be applied in conjunction with the following documents:

### **School policies**

- Attendance policy
- Child Protection and Safeguarding policy
- ICT acceptable use policy
- Mobile devices policy
- Teaching and learning policy

### **Education Office policies and guidance**

- Anti-Bullying Procedures Guidance for Schools and Services
- Promoting good behaviour in schools
- Managing School Exclusions Policy
- Positive Handling & Physical Intervention Policy Directive

### **United Nations documents**

- UN Convention on the Rights of the the Child
- UNICEF Rights Respecting Schools Award guidance

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#### Appendix 1: Expected and outstanding behaviours

The table below displays the agreed expectations of the school community:

| Expected Behaviours                                                 | Outstanding Behaviours                                                   |
|---------------------------------------------------------------------|--------------------------------------------------------------------------|
| Motivates themselves                                                | Highly motivates themselves and others                                   |
| Challenges themselves                                               | Challenges themselves frequently and seeks to improve                    |
| Displays effort in all aspects of their work                        | Always displays exceptional effort                                       |
| Participates and contributes regularly                              | Consistently encourages others to participate and contribute             |
| Is kind/ respectful to others and the surroundings.                 | Encourages others to be kind/ respectful to others and the surroundings. |
| Takes responsibility for own actions.                               | Encourages others who take responsibility for their own actions          |
| Picks up own litter and ensure surroundings are clean and tidy      | Picks up other people's litter                                           |
| Dresses according to school uniform policy or Sixth Form dress code | Encourages others to dress appropriately and with pride                  |

#### Guidelines for recognising achievement

Achievement points will not be awarded as an incentive for a learner to behave. Good behaviour is an expectation.

|                                  |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In tutor time:                   | For consistently wearing the correct uniform.<br>For being punctual.<br>For being a 'zero hero' (i.e. receiving no behaviour points)                                                                                                                                                                                                  |
| In lessons:                      | Learners can be awarded up to 3 achievement points in one lesson<br>A whole class can be awarded an achievement point, if they have all participated.<br>Awarded for: Contribution in lessons, homework, perseverance, kindness, attitude to learning, outstanding initiative, being consistently equipped for lessons, co-operation. |
| Rights Respecting Schools Awards | Awarded for: creativity, independence, critical thinking, reflection, resilience, teamwork.                                                                                                                                                                                                                                           |

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| For extra-curricular involvement | Learners can be awarded up to 5 achievement points for participating in an event. |
| Student Spotlight                | Awarded for citizenship around the school.                                        |
| Principal's award                | For an outstanding or sustained contribution to the school or wider community.    |

Students can also be nominated for praise phone calls.

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## Appendix 2: Guidelines for managing misbehaviour

### 2a. Guidelines for class teachers

These are provided to assist teaching staff in determining appropriate actions and interventions within a subject, across multiple subject areas or outside the classroom. Please note:

- They are given for **illustrative purposes** and are not limited. If a student's behaviour does not appear in any of these columns, these examples should be used to gauge the appropriate level of seriousness.
- The action or intervention should not reflect only the level of behaviour, but also take into consideration any **mitigating or aggravating** circumstances (see [Appendix 4](#)).

| Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stage 0 teacher actions                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <i>Not following teacher's instructions</i></li><li>• <i>Repeatedly or significantly off task</i></li><li>• <i>Disruption including low level disruption</i></li><li>• <i>Preventing others from learning</i></li><li>• <i>Shouting out</i></li><li>• <i>Inappropriate language (overheard but not directed at staff)</i></li><li>• <i>Inappropriate comments</i></li><li>• <i>Accidental damage to property</i></li><li>• <i>Breach of uniform / dress code</i></li><li>• <i>Inconsiderate behaviour</i></li><li>• <i>Unwillingness to listen or learn</i></li><li>• <i>Teasing</i></li></ul> | <ol style="list-style-type: none"><li>1. Remind student(s) of expectations</li><li>2. Remind student of consequences and move their seat or have a conversation outside of the classroom</li></ol>                                                                                                                                             |
| Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stage 1 teacher actions                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• <i>Continued and/or escalated disruption</i></li><li>• <i>Failure to behave as expected despite repeated reasonable interventions by member of staff</i></li><li>• <i>Verbal abuse towards another student</i></li><li>• <i>Persistent and deliberate disruption</i></li><li>• <i>Defiance of a reasonable request or instruction from a member of staff</i></li><li>• <i>Intentional or carelessly caused minor damage to property</i></li><li>• <i>Bullying - refer to HOY</i></li></ul>                                                                                                     | <ol style="list-style-type: none"><li>1. Send student to the Reset Classroom</li><li>2. Log as S1 on Class Charts with the time of Reset</li><li>3. Complete the Google Form that is emailed to you regarding the Reset by 3.30pm on the day of the Reset</li></ol> <p>Have a restorative conversation with student before the next lesson</p> |
| Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stage 2 teacher actions                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>• <i>Refusal to go to the Reset Classroom (unless reasonable adjustments are in place)</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"><li>1. Call 0 for school office - request SLT on call</li></ol> <p>Have a restorative conversation with student before the next lesson</p>                                                                                                                                                                   |

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#### 2b. Guidelines for tutors

| Example behaviours                                                                                                                                                             | Tutor actions                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <i>Incorrect school uniform</i></li><li>• <i>Wearing inappropriate jewellery</i></li><li>• <i>Incorrect Sixth Form dress</i></li></ul> | <ul style="list-style-type: none"><li>• Log uniform issue or jewellery conversation in Class Charts</li></ul>                                              |
| <ul style="list-style-type: none"><li>• <i>Late 2 or more times in a week</i></li></ul>                                                                                        | <ul style="list-style-type: none"><li>• Issue detention on year group's allocated day (Y7-11)</li><li>• Issue S1 for persistent lateness (Y7-11)</li></ul> |
| <ul style="list-style-type: none"><li>• <i>Missing required equipment</i></li></ul>                                                                                            | <ul style="list-style-type: none"><li>• Log missing equipment in Class Charts</li></ul>                                                                    |

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### The Sixth Form Centre

#### Appendix 3: Guidelines for managing serious misbehaviour

If a student's misbehaviour persists once they have been removed from a lesson, or is serious enough to miss Stages 0-2, then the Pastoral Team or Senior Leadership Team will become directly involved.

| Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Stage 3 actions - recorded in CC/SIMS                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Addressed by the <b>Reset Classroom Manager</b>, supported by the AHT (Pastoral):</p> <ul style="list-style-type: none"> <li>Continued disruption or misbehaviour in the Reset Classroom</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Fixed-term exclusion (typically for 24 hours) followed by a return to the Reset Classroom to complete the remaining period of the Reset</li> </ul>                                                                                                                                                                                                                                                                                                |
| <p>Addressed by the <b>HOY/SFM</b>, supported by AHT (Pastoral)/DOSF:</p> <ul style="list-style-type: none"> <li>Failure to behave as expected despite Stage 1 and/or Stage 2 interventions and support</li> <li>Failure to comply with Stage 2 interventions and support</li> <li>Offensive language, behaviour or gestures towards another student;</li> <li>Truancy</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>A restorative process</li> <li>Phone call home</li> <li>Meeting with parents/carers</li> <li>Reset of home study temporarily or permanently (Y13)</li> <li>Temporarily extended independent study e.g. until 5pm (Y12 &amp; 13)</li> <li>Department report - repeated misbehaviour in a single subject or faculty</li> <li>Tutor report - repeated misbehaviour in multiple subjects</li> <li>Head of Year / Sixth Form Manager report</li> </ul> |
| <p>Addressed by a <b>member of the SLT</b>:</p> <ul style="list-style-type: none"> <li>Very careless behaviour causing serious damage to property or school fixtures and fittings;</li> <li>Serious breach of the school's Acceptable Use or Mobile Devices Policies e.g. using school computers or network to access indecent or offensive material; bypassing school security systems;</li> <li>Intentionally bringing the school into disrepute</li> <li>Bringing into school, or possessing in school, an age-inappropriate item</li> <li>Threatening behaviour in person or online</li> </ul> | <ul style="list-style-type: none"> <li>As above</li> <li>Further intervention or outside agency involvement                             <ul style="list-style-type: none"> <li>Individual Behaviour plan (may include SLT report)</li> <li>Pastoral Support Plan (may include SLT report)</li> <li>Inclusion / SEND support</li> <li>Family support worker</li> <li>Youth Commission</li> <li>Les Voies outreach</li> </ul> </li> </ul>                                                  |
| Example behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Stage 4 actions - recorded in CC/SIMS                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Verbal abuse towards a member of staff</li> <li>Racist, sexist, homophobic abuse</li> <li>Failure to follow SLT instructions</li> <li>Physical assault</li> <li>Malicious accusation against school staff</li> <li>Bringing into school, or possessing in school:                             <ul style="list-style-type: none"> <li>alcohol<sup>3</sup>, tobacco or e-cigarettes<sup>4</sup></li> </ul> </li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Exclusion (by Principal)</li> <li>Police involvement</li> <li>A restorative process</li> <li>Phone call home</li> <li>Meeting with parents/carers</li> </ul>                                                                                                                                                                                                                                                                                      |

<sup>3</sup> Gifts for staff should be left by an adult at either school reception.

<sup>4</sup> Applies to Years 7-11. Sixth Form students must keep these items out of sight at all times whilst on the premises.

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>○ an illegal item</li><li>● Smoking or vaping on site</li><li>● Theft</li><li>● Sabotage of safety equipment– e.g. rendering a fire extinguisher unsafe; sabotage of IT network; deliberately setting off fire alarm</li><li>● Deliberate destruction of property or fixtures and fittings (or on other premises whilst representing the school)</li><li>● Any breach of the law not mentioned above</li></ul> |                                                                                                                                                                                                                                       |
| <b>Example behaviours</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Stage 5 actions - recorded in CC/SIMS</b>                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>● Repeated Stage 4 behaviours</li><li>● Serious cases of Stage 4 behaviours</li></ul>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>● Potential managed move (via Executive Leadership Team)</li><li>● Police involvement</li><li>● A restorative process</li><li>● Phone call home</li><li>● Meeting with parents/carers</li></ul> |

## RIGHTS, RESPONSIBILITIES & RECOGNITION (BEHAVIOUR) POLICY & PROCEDURES

### The Sixth Form Centre

## Appendix 4: Reset Classroom procedures

### 4a. General procedures

- Students who have been sent to the Reset Classroom will have 5 minutes to make their way to the room.
- On arrival they will be met by the Reset Classroom Manager. They will be given time to calm and compose themselves and to reflect on the reason for their Reset.
- On entry they will hand in their phone (if they have one), collect a chromebook and headphones, sit at their allocated desk and re-commence their learning.
- Behaviour expectations in the Reset Classroom are as high as those in lessons.
- Students who disrupt or behave inappropriately in the Reset Classroom will receive an automatic fixed-term exclusion from school for a minimum of 1 day. In these rare cases work will continue to be set online to be completed at home. On their return they will be required to complete the remainder of their time in the Reset Classroom before returning to lessons.
- On the first occasion their Reset will be for 2 lessons plus 15 minutes of social time.
- On all subsequent occasions it will be for 6 lessons plus break time and lunchtime.
- Removed students will have a short break and lunch at a different time from their peers, in which to eat and visit the bathroom as required.
- On successful completion of their time in the Reset Classroom students will be able to collect their phones and return to lessons as normal. Their teacher will initiate a restorative conversation with them with the aim of preventing future Resets from lessons.

#### The Reset Classroom Manager will:

- Triage the student
- Assign work to the student
- Log work completed
- Contact home regarding the Reset or speak to the Head of Year.
- Log S1 Reset on Provision Maps in Meeting Logs

| Example Behaviours                                                                                                   | Reset Classroom Manager actions                                                                  |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Failure to arrive at the Reset Classroom within 5 minutes of Reset</li></ul> | <ul style="list-style-type: none"><li>• Call 0 for school office - request SLT on call</li></ul> |
| <ul style="list-style-type: none"><li>• Continued disruption or misbehaviour in the Reset Classroom</li></ul>        | <ul style="list-style-type: none"><li>• Call 0 for school office - request SLT on call</li></ul> |

## RIGHTS, RESPONSIBILITIES & RECOGNITION (BEHAVIOUR) POLICY & PROCEDURES

### The Sixth Form Centre

#### 4b. Exclusion procedures

In the case where a student repeatedly disrupts, behaves inappropriately or seriously misbehaves in the Reset Classroom:

- The **Reset Classroom Manager** will:
  - Call 0 for on call SLT and await their arrival
- The **on call SLT member** will:
  - Escort the student to an appropriate space e.g. main reception, SLT office or isolation room
  - Notify the Admin Manager of a fixed-term exclusion from the Reset Classroom
  - Ask an Admin Manager to call parents/carers and ask them to pick up their child
  - Meet with parents/carers to explain why the student is excluded and give them the exclusion letter
  - Record in Provision Map - 'FTE for disruption in Reset Classroom'
  - Meet the student on their return from exclusion and escort them back to the Reset Classroom (if available)
- The **Admin Manager** (or Business Manager in their absence) will:
  - Prepare and print a 'fixed-term exclusion from the Reset Classroom' letter
  - Notify the Education Office cc Principal and HoY
  - Log the exclusion in SIMS (in Exclusions and Attendance areas)
  - Log as S3 FTE in Class Charts (this will notify the HoY)
  - Book the return from exclusion meeting with an SLT member and notify them
- The **Head of Year** will:
  - Notify the student's teachers of their exclusion
  - Email the student with work to be completed whilst excluded

#### 4c. Reasonable adjustments - students with identified additional needs

All students, including those with identified additional needs, are expected to follow our Behaviour Policy. However, reasonable adjustments will be made for some individuals. Advice from the school's Special Educational Needs and Disabilities (SEND) and Inclusion team and from external agencies will be taken when appropriate and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of their Individual Educational Plan (IEP). Staff refer to the SEND register and the student's IEP for further information. Some students may need a differentiated approach to break down their individual barrier to learning and understanding. Further guidance is available from members of our SEND and Inclusion Team. When any student with identified additional needs is sent to the Reset Classroom, our SENDCO will be informed and will coordinate support as appropriate.

# RIGHTS, RESPONSIBILITIES & RECOGNITION (BEHAVIOUR) POLICY & PROCEDURES

## The Sixth Form Centre

### Appendix 5: Monitoring and intervention

|                  | Monitoring                                                                                                                                                                                                                                                                                                                                              | Guideline interventions                                                                                                                                                                                                                                                      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tutors</b>    | <ul style="list-style-type: none"> <li>Check Class Charts daily before the next AM registration</li> <li>Check tutor report for achievement of specific targets set</li> <li>Award achievement points for 'Zero Heroes' through the Pastoral Curriculum</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Speak to student</li> <li>Contact parents</li> <li>Meet with parents</li> <li>Recommend specific targets</li> <li>Tutor report</li> <li>Punctuality Report</li> <li>Escalate to HOY or SLT</li> </ul>                                 |
| <b>Teachers</b>  | <ul style="list-style-type: none"> <li>Be fully aware of the behaviour policy</li> <li>Be fully aware of students' needs (as recorded on SIMS/Class Charts)</li> <li>Log incidents on Class Charts immediately with the time of Reset and complete the Reset Room Google Form by 3.30pm.</li> <li>Record any interventions on Provision Maps</li> </ul> | <ul style="list-style-type: none"> <li>Remind student of expectations</li> <li>Move seat</li> <li>Send to Reset Classroom</li> <li>Issue detentions for missing or poor homework or minor issues</li> <li>Complete Google Form for S1</li> <li>Remove privileges</li> </ul>  |
| <b>HoDs/HoFS</b> | <ul style="list-style-type: none"> <li>Monitor behaviour - standing item in weekly link meetings</li> <li>Monitor behaviour - standing item in department or faculty meetings</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Y7-11: subject detention, notify parents, class move recommendation</li> <li>Departmental report</li> <li>C+ / AP applications</li> <li>Y12-13: Sixth Form study support agreement</li> </ul>                                         |
| <b>HOY/SFM</b>   | <ul style="list-style-type: none"> <li>Monitor behaviour - standing item on weekly link meetings</li> <li>SFM - Monitor behaviour daily</li> <li>Check pastoral report for achievement of specific targets set</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>Contact parents, meet parents, put on tutor, HoKS or SFM report with specific targets, involve outside agencies</li> <li>Y7-11: internal exclusion (2 - 6 periods)</li> <li>Y12-13: independent study signing-in agreement</li> </ul> |
| <b>SLT</b>       | <ul style="list-style-type: none"> <li>Y7-11: Monitor behaviour 3 times per day (Assistant HT Pastoral)</li> <li>Y12-13: Monitor behaviour daily (Director of Sixth Form Studies)</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>As appropriate in line with policy, in liaison with pastoral and inclusion support teams</li> <li>Liaise with Inclusion Manager regarding outside agencies and referrals</li> <li>AP/C+ Panel and decisions</li> </ul>                |
| <b>Principal</b> | <ul style="list-style-type: none"> <li>Monitor behaviour - standing item on weekly SLT meetings</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>As appropriate in line with policy</li> </ul>                                                                                                                                                                                         |

## RIGHTS, RESPONSIBILITIES & RECOGNITION (BEHAVIOUR) POLICY & PROCEDURES

### The Sixth Form Centre

#### Appendix 6: Mitigating & Aggravating Circumstances

Mitigating circumstances will tend to reduce the seriousness of the behaviour; aggravating circumstances will tend to increase it.

| MITIGATING CIRCUMSTANCES                                                                                                                                                                                                                                                                                                                                   | AGGRAVATING BEHAVIOURS                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behaviour</b> <ul style="list-style-type: none"> <li>One-off or spur of the moment</li> <li>No previous behavioural problems</li> <li>Acting out of character</li> <li>Although acted as part of a group, played a lesser role</li> <li>Acted only as a result of peer pressure</li> <li>Provoked by goading, abuse or sustained provocation</li> </ul> | <b>Behaviour</b> <ul style="list-style-type: none"> <li>Previous record of similar behaviour</li> <li>Targeted or premeditated</li> <li>Recklessness of behaviour</li> <li>Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>Racist, sexist or hateful behaviour</li> <li>Acting as part of a group</li> <li>Pressuring others to offend, or covering up for others</li> <li>Intimidation of victims or witnesses</li> </ul> |
| <b>Attitude</b> <ul style="list-style-type: none"> <li>Sincerely apologises to victim/s</li> <li>Where there has been a financial loss, offers to make compensation</li> <li>Offers to make restitution or take part in restorative activity</li> </ul>                                                                                                    | <b>Attitude</b> <ul style="list-style-type: none"> <li>No acknowledgement of wrongdoing despite clear evidence</li> <li>Student appears to be indifferent to consequences</li> <li>Boasting about behaviour</li> </ul>                                                                                                                                                                                                                                      |
| <b>Child</b> <ul style="list-style-type: none"> <li>New student in school</li> <li>From a vulnerable group</li> <li>Behaviour arising out of special educational needs, medical condition or disability</li> <li>Age of the child</li> <li>No previous support put in place</li> </ul>                                                                     | <b>Circumstances</b> <ul style="list-style-type: none"> <li>Whilst on a school visit</li> <li>Breaking into school premises</li> <li>Bringing outsiders on to school site to carry out antisocial or illegal behaviour</li> <li>Committed on school site whilst already excluded</li> <li>Under the influence of drugs or alcohol</li> <li>Use of weapons</li> </ul>                                                                                        |
| <b>Family</b> <ul style="list-style-type: none"> <li>Ongoing family pressures or other stressors or major changes</li> <li>Death or imprisonment of close family member</li> <li>Mental health of parents</li> <li>Domestic violence</li> <li>Discloses child protection concerns</li> </ul>                                                               | <b>Victim</b> <ul style="list-style-type: none"> <li>Directed at teaching or support staff</li> <li>Victim is from a vulnerable group, e.g. looked after child, disabled</li> <li>Refuses to see point of view of victim; lacks empathy</li> </ul>                                                                                                                                                                                                          |
| <b>Behaviour already addressed</b> <ul style="list-style-type: none"> <li>Arrested by Police for incident, and either charged or given final warning</li> </ul>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |