Behaviour policy
& statement of behaviour principles

Southam College

Approved by:	Karen Boucher, Chair of Governors	Date: 14th October 2021
Last reviewed on:	14th October 2021	
Next review due by:	October 2022	

Contents

1.Aims

We aim for all actions and behaviour at Southam College to be shaped by our **core values** of kindness, resilience and confidence: We believe that acting with **kindness** and with the interests of others at heart is the foundation for a thriving and close-knit school community which fosters strong and caring relationships at all levels. These in turn are the bedrock for building **resilience** in our learners, who are safe in the knowledge that their peers and staff will always be supportive of both their personal and academic efforts and achievements. As a result, learners will be able to develop, discover and shape their identity with **confidence** and take more and more responsibility for their own life choices.

It is this daily interaction of kindness, resilience and confidence which empowers and motivates all of us to be the best we can be.

We are therefore committed to:
- Teaching, reinforcing and praising behaviour that displays our core values
- Challenge and discipline behaviour that undermines our core values
- Ensuring equality and fair treatment for all
- Providing a calm and safe school environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers/carers and our local community.
- Developing relationships with our students and their families to enable early intervention.
- A shared approach which involves students in the implementation of policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

3. Definitions

Positive Behaviour is defined as: Comments or actions which exemplify and promote
- our core values of kindness, resilience and confidence
- our 5 classroom learning responsibilities (see Student code of conduct)

Misbehaviour is defined as:
- Comments or actions which deliberately:
  - undermine our core values of kindness, resilience and confidence
  - undermine or obstruct our classroom learning responsibilities
  - cause emotional and/or physical harm to others (including students, teachers and support staff)
  - cause disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classlearning or homelearning
- Non-compliance with the school dress code
- Repeated breaches of the school rules
- Bullying
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, LGBQT+phobic or discriminatory behaviour
- Possession of any prohibited items including but not limited to:
  - Knives or weapons (bladed or other including pepper spray)
  - Ammunition
  - Alcohol
  - Illegal drugs
  - Stolen or missing items
  - Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
  - Fireworks and fire lighting equipment
  - Pornographic images
  - Caffeinated energy drinks
  - 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)

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety.

This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

4. Bullying

Definition of Bullying: This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:
- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future."

Bullying can take many different forms:
- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- LGBQT+-phobic e.g. making fun of someone's sexuality or gender identification
- Cyber, e.g. texts, e-mails, picture/video clip bullying, other forms of social media

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

All adults who work at and for Southam College are responsible for managing behaviour and model our high expectations at all times.

5.1 The governing body
The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher
The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher 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.

The Headteacher will delegate the ongoing quality assurance and monitoring of behaviour management to the Deputy Headteacher for Behaviour. Incidents of students' misbehaviour and action taken will be recorded on the school's behaviour management system.

5.3 The Pastoral Team
The pastoral team will
- deal with incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary
- analyse and monitor incidents recorded on the school's behaviour management system and will act/ report to SLT/ other stakeholders as appropriate. Heads of Year, Heads of House and Pastoral Leaders will also analyse the distribution of HAPs and reward students in their year groups / Houses.

5.4 Staff
Staff are responsible for:
- Implementing the behaviour policy consistently and fairly
- Modelling and teaching positive behaviour
- Creating a calm, supportive and high-quality learning environment
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

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

5.5 Parents/Carers
Parents/Carers are expected to:
- Promote and model positive behaviour at home
- Support their child in adhering to the student code of conduct
- Support the school in resolving behaviour incidents and issues
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or members of the pastoral team promptly

6. Student Code of Conduct

Students are expected to follow the college rules which are as follows:

- At all times, act in line with our core values of kindness, confidence and resilience
- Attend school regularly, above 96%.
- Follow the classroom learning responsibilities:
  - Always be equipped and ready to learn
  - Participate and listen to others
  - Be responsible for your learning and try to work things out for yourself
  - Ask and answer questions about your learning
  - Respond to feedback and actions straight away
- Physical contact is not allowed: Southam College is a 'no hands-on' school.
- Bad language should never be used and courteous behaviour is expected at all times.
- Students must keep to the left in corridors, on stairs and on paths around the college site and move calmly and orderly between lessons and during social times.
- Students should always be punctual for lessons, registrations, appointments etc.
- Students must wear full uniform and a high standard is expected at all times.
  - Only a single pair of ear studs to be worn. No other jewellery is allowed except for a watch.
  - The college only approves of conventional hairstyles in one natural colour.
  - Make-up is not permitted.
- Illegal substances, alcohol, tobacco and offensive weapons are not allowed on the college site and their use is strictly forbidden.
- Smoking is forbidden on college premises, on the way to and from college, when wearing college uniform and on college transport.
- Students should not bring expensive items or large sums of money to school. This includes personal entertainment equipment.
- Mobile phones are allowed in college for approved use only on the understanding that they remain turned off and are kept out of sight at all times. They should be handed in as valuables during practical lessons. Students must ask for permission if they need to use their mobile on school site. If a student's phone is 'seen or heard' without permission being sought beforehand the phone will be confiscated and handed to the Student Office. On the first occasion, during an academic year, the phone will be returned to the student. On the second, and any further occasions, parents are required to collect the mobile phone. Students are responsible for informing parents of confiscation and any collection arrangements. Mobile phone enabled watches may not be used in school.
- Students must not eat in classrooms during break or at lunchtimes unless the Hall is out of use. Eating on the field is only permitted in the designated eating area.
- The chewing of sweets or chewing gum is not allowed during lessons. Chewing gum should not be brought to school.
- Litter should always be placed in the bins provided.
- Students must behave in a quiet and orderly manner whilst travelling on college transport. Failure to do this is likely to result in travel passes being withdrawn.
- Students are responsible for their social and learning environment including school buildings and property and must report all undesirable behaviour.
- All property, including textbooks, should be clearly marked with the owner's name.
- Students must bring all required equipment to lessons and registration including a reading book.
- Home Learning must be completed on time.
- Students must refrain from behaving that brings the school into disrepute, including when they are outside school and they must accept sanctions when given.

7. Rewards and sanctions

We understand that motivation and engagement come from experiencing success. We aim to provide successful learning experiences in every lesson so that our students become intrinsically motivated to try their best at all times and develop a love of learning. Where this approach is not successful, we remind students of our high expectations and sanction misbehaviour accordingly. Sanctions depend on circumstances and are applied accordingly as to which school rules have been broken. They depend on the severity and frequency of the incidents and we understand that it is not always appropriate to use a staged approach.

For example, in cases of serious bullying and social intimidation, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:
- Verbal Praise
- House Points (HAPs) for a wide range of reasons and awarded on ClassCharts
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Praise on school website/Year Blogs/Social Media
- Termly HAPs Rewards
- Department certificates
- Post cards home
- Year group assemblies
- House assemblies
- Awards assemblies
- Rewards trips

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of our expectations
- Explaining the possible impact of misbehaviour on others
- Movement of students in the class to allow for more positive behaviour
- Withdrawal from lessons to a classroom on the referral rota including a restorative conversation at the end of the lesson where possible
- Withdrawal from lessons to the on call room.
- Two removals from class in a day will result in a day of internal exclusion.
- Self-removal from a lesson, refusal to leave a lesson or to move to On Call will result in a 2 hour detention on a Friday
- Detentions: break, lunchtime, afterschool. These can be with the class teacher, Head of Year, Assistant Head, Deputy Head, Headteacher.
- Failure to attend a Headteachers detention will result in a 5 day internal exclusion with persistent offences resulting in an exclusion
- Parental meetings
- Report card to Tutor, Head of Year, Head of Department, Assistant Head, Deputy Head, Headteacher.
- Internal exclusion
- Planned period(s) of isolation in Refocus or The Bridge
- Fixed Term Exclusion
- A period of time at another school
- A period of time at another school's Refocus centre
- Permanent exclusion

An immediate break time will be issued for the following reasons among others: not complying with school dress code, littering, hands-on, prejudiced language and swearing. Two break-times in one day will result in a period of internal isolation the following day (see also Appendix 3).

If a student has more than one ear stud or any other visible piercings, the students will be placed in isolation until the piercing has been removed or replaced by a fully clear plastic retainer.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.
Please refer to our safeguarding policy and our complaints policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Our approach to behaviour management must be seen within the context that we have the highest expectations of all students at all times and believe that they are capable of achieving what they want to by being the 'best they can be.'

8.1 Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:
- Create and maintain a stimulating environment that encourages students to be engaged
- Display the learning responsibilities
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day/lesson afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement, targeted praise, de-escalation and preventative strategies
    - Remain calm and positive throughout each lesson and interaction
    - Model a restorative approach after behaviour incidents

8.2 Physical restraint
In some circumstances, staff may use reasonable force to restrain a student to prevent them from:
- Committing an offence
- 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 via our 'Positive Handling' system

8.3 Student support
The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to misbehaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits misbehaviour 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 teachers, 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.

Should a looked after child be at risk of exclusion the virtual school will be contacted immediately for advice and any prevention added to their PEP.

Ongoing analysis of behaviour data serves to ensure that the College doesn't unintentionally discriminate against any identified group of students.

8.4 Behaviour Management locations

Referral
Students are sent to a different classroom if disruptive behaviour continues after two clear verbal warnings. Colleagues who receive a student return the student to the classroom to support a restorative conversation whenever possible. Being sent to referral results in a break detention which is logged on ClassCharts from September 2021.

On Call Room
Students can be sent to the On Call Room if their behaviour disrupts the learning of others in the referral room, if they refuse to go to the referral room or if they display serious misbehaviours. A member of staff will supervise students at all times and appropriate learning tasks are expected to be completed. When possible, students will also be supported to reflect on what causes their misbehaviour and given strategies to amend it. Being sent to the On Call Room results in an after school detention.

Refocus Centre
The Refocus Centre is used to support students with their individual needs. This involves working with students to develop positive patterns of behaviour and attitudes, so that it has a positive impact on their learning and the learning of other students. Students who are having difficulty with any area of school or their lessons can be supported either within the Refocus Centre or by Refocus staff within their usual classes. Within the Refocus Centre students are engaged in a positive and calm manner with work to complete. During breaktimes and lunchtimes students may seek support from the Refocus Centre and this does not have to be pre-arranged. The Refocus Centre is also used for internal exclusions if a student's misbehaviour warrants this level of sanction. Any student who has received a fixed term exclusion needs to demonstrate positive behaviours within Refocus before returning to lessons and social time.

The Bridge
The Bridge is an area of the SEND Department that is used to support students with identified needs. Students may work with Learning Support Assistants, in this space, on a scheduled basis to meet the needs of the student. The Bridge also provides an appropriate space for students with SEND to complete sanctions such as internal exclusion.

Inclusion Lead (Office)
The Inclusion lead's role is to investigate, design and implement - deliver where relevant – interventions that address the underlying complex issues of challenging behaviour and secure improvements in students' behaviour. The portfolio of students is reviewed regularly with the Deputy Headteacher. The Inclusion Lead works closely with the SENCO and line-manages the Refocus manager. Other responsibilities include regular contact with parents (weekly/fortnightly) to provide updates, promote home-school collaboration and share success.

9. Search & Confiscation procedures

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation and we acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) under the Equality Act 2010. Where possible, younger, less mature and/or vulnerable students will be searched by members of staff who they are familiar with and who they have a positive relationship with.

Any prohibited items (listed in section 3) found in students' possession will 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.

9.1 Search with Consent
School staff can search a student for any item if the student agrees. The school will take into account the age of the child when considering consent. It is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. They do not need written consent from the child. Where a student refusing to co-operate with such a search the College can apply an appropriate sanction.

9.2 Search Without Consent
The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
When a search is required, there will be two members of staff present. The first member of staff conducting the search must be the same sex as the student being searched and be a member of the Senior Leadership Team or Pastoral Team. On an out of School activity, the Group Leader is authorised to search students at that location.
The witness (second person) who, where possible, must be a member of staff and should be, again wherever possible, the same sex as the student being searched.
The member of staff leading the search would be required by the School to provide a statement of the search and the reasons for it for future reference. All staff have ongoing authorisation to be the witness of a search. On an out of School activity, temporary authorisation is given to non-employees who are named adults supervising students on school trips to be a witness to a search.
Staff are not authorised to conduct an "intimate search" which requires the removal of non-outer clothing. The Police must always be called if an intimate search is required as they have the legal powers required.

There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.3 Establishing grounds for a search
Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

9.4 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in *Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies* DfE 2018.

9.5 Dealing with Electronic Devices (statutory guidance)

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development and is calendared throughout the academic year to provide ongoing support for all staff so they can model, teach and promote positive behaviour and deal with unacceptable behaviour in line with their role within the College. Behaviour research and management tips also feature regularly on our 'One-stop CPD shop' padlet.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every two years. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:
- Behaviour Policy – Covid-19 Addendum
- Complaints Policy
- Attendance Policy
- Child Protection Policy
- Anti-bullying Policy
- SMSC Policy
- Online Safety Policy
- Expected Behaviour of Parents and Visitors Policy

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

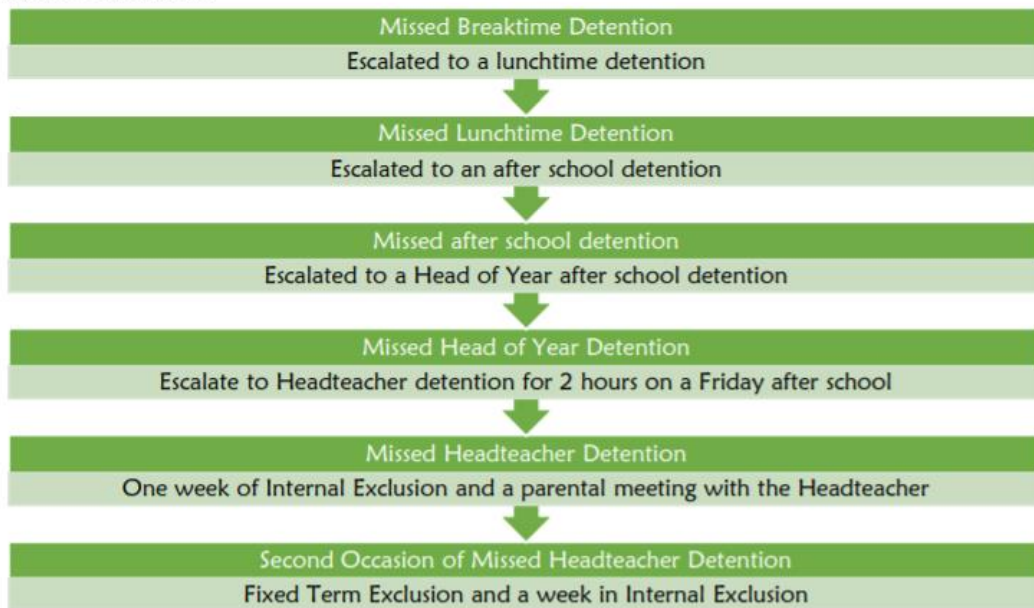The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Classroom Behaviour Management

⚠️ **1st Warning**
Name on board

↓ No improvement

⚠️ **2nd Warning**
Tick next to name on board

↓ No improvement

3rd Warning: Removal
& Break time detention → ClassCharts

↓

Restorative Opportunity

↓ Refusal/Disruption

On-call

Appendix 3: Detention flowchart

Failure to Attend Detentions

Missed Breaktime Detention
Escalated to a lunchtime detention

↓

Missed Lunchtime Detention
Escalated to an after school detention

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Missed after school detention
Escalated to a Head of Year after school detention

↓

Missed Head of Year Detention
Escalate to Headteacher detention for 2 hours on a Friday after school

↓

Missed Headteacher Detention
One week of Internal Exclusion and a parental meeting with the Headteacher

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Second Occasion of Missed Headteacher Detention
Fixed Term Exclusion and a week in Internal Exclusion

Non-lesson Incidents

Instant (no warnings) **Breaktime detentions** are issued for:
- Uniform infringements e.g. shirt out/skirt rolled
- Chewing Gum
- Lateness
- Littering
- Hands on (Low level)
- Prejudiced language or swearing

Internal Exclusion is used for:
- Physicality to others
- Verbal abuse to staff
- Persistent Defiance to Staff
- Significant or persistent bullying
- Following FTE

Any child that is issued an Internal Exclusion longer than 1 day requires a parental meeting

Any child that does not complete their day of internal to the expected standard has to repeat the day

Appendix 4:

Southam College – Behaviour Policy
1 Page Summary

Aims & Definitions

Be kind: Make sure your behaviour has a **positive impact** on others. Don't just think about yourself.

Be confident: Believe that you can get there through **hard work** and give everything your best effort. Don't be lazy or put down somebody else's efforts.

Be resilient: When you don't succeed – learn from it and **keep getting better.** Don't give up at the first, second or n^{th} hurdle!

Code of Conduct

- Live our values when in and out of school
- No hands-on
- Follow instructions and move calmly about the site at all times
- Follow the school dress code
- Mobile phones should be 'not seen or heard' and only used with staff permission
- Keep our school clean and tidy

Rewards & Sanctions

Verbal praise, phone-calls, HAPs, trips, assemblies, certificates, postcards

Verbal reprimand, phone-calls, warnings, referral, on-call, detentions, parent meetings, Refocus, internal exclusion, fixed-term/permanent exclusion

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Behaviour Management

Clear routines and high expectations

Plan support to meet students' needs

Maintain safety of all members of the school community

Searches and Confiscation

are only used in clearly defined circumstances and in full compliance with the law to maintain safety of all members of the school community

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Monitoring & Training

Behaviour information is recorded on our system and shared only with all relevant parties. Staff are regularly trained on teaching, promoting and celebrating positive student behaviour and on managing misbehaviour.