Behaviour Policy

Bramcote College

October 2023

To be reviewed: October 2025

Governors Approved: 11/10/23

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Assistant Headteacher – Behaviour and Personal Development

Contents

Statement of Principle:

All students at Bramcote College are entitled to a safe, secure environment an ethos conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. The way our students behave and conduct themselves in and out of school is an integral part of our school culture. The whole school culture and environment is what facilitates and drives progress, achievement and success.

We want all of our students in school to experience success and we want our students to enjoy school life and fulfil their potential. In order to achieve this, we will recognise the positive behaviours that we wish to develop in our learners and we will correct the behaviours we do not want to see.

We are aiming for our students to be independent and autonomous in their learning and this requires not only the absence of negative behaviour but the development and promoting of good behaviour. A student who can behave autonomously is more likely to take responsibility for their own learning and become a successful student and person. As a school, we recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best.

When some students demonstrate unacceptable behaviour, it will be dealt with in a fair, consistent and appropriate manner. Above all else, we will strive to recognise and reward positive behaviour, effort, achievement and progress.

We are not aiming for perfection but we are aiming for 100% effort and a positive attitude from all of our students, because this is what makes the difference when it comes to being successful. We also recognise that working alongside parents and carers to reinforce positive behaviours is key to being successful.

The expectations we have of all students: Bramcote College School Rules

In and around school we have a set of rules that underpins the expected attitudes, behaviours and approach to learning that we have of all students.

1. Your aim in each lesson is to do your BEST, LEARN & PROGRESS
2. ATTEND school every day and be PUNCTUAL to every lesson
3. Take PRIDE in the work you produce, try hard and do not be afraid of being wrong. FAILURE leads to IMPROVEMENT
4. Be EQUIPPED, be PREPARED to LEARN and TAKE PART
5. Sit in your SEATING PLAN and remain seated unless directed
6. TALK at appropriate times and about appropriate subjects
7. Your mobile phone should not be seen or heard and should be zipped away in your blazer top pocket *
8. RESPECT yourself and others, RESPOND to requests and salutations positively and without challenge
9. Respect your school ENVIRONMENT, put LITTER in bins, no CHEWING GUM
10. LISTEN to members of staff and follow instructions politely and calmly, first time, every time
11. Your UNIFORM should be smart and correct
12. Follow ROUTINES and RULES around our school
13. RESPOND to & RESPECT the Bramcote Leaders
14. Do not make unnecessary CONTACT with other students, do not TOUCH someone else without their CONSENT
15. Remember that you are always an AMBASSADOR for our SCHOOL COMMUNITY, and you should make your way to and from school in an orderly and responsible way

- There may be specific circumstances where a member of staff may ask for a phone to be used for a learning activity. The use of phones will be specific and time-bound.

Expectations of Bramcote Staff

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

Whether positive or negative, behaviour is the way in which a person responds to a particular situation or stimulus. If we can successfully manage the environment (situation and stimulus) then we can negate some of the barriers that students will have with their behaviour. We must also understand that behaviour is directly linked to an emotional response and we encourage staff to understand why a student is presenting behaviours in such a way.

Bramcote College staff must strive to create the right environment that encourages positive behaviour. This environment should be consistent, fair, welcoming, kind, calm, challenging, supportive, engaging, structured and positive.

Our success in managing behaviour should not be judged by the absence of problems but how we deal with them.

Strategies for promoting good behaviour:

- ✓ Act as a role model for things you expect to see – mirror what you want
- ✓ Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- ✓ Meet & greet and dismiss students at the door
- ✓ Remain calm yet firm
- ✓ Be consistent with all students
- ✓ Maintain visibility in your teaching space, position yourself in a where students can see you and you can see them at all times
- ✓ Use non-invasive techniques (non-verbal challenge and reminders) as a first step
- ✓ Communicate the next steps and consequences to the students when addressing their behaviour
- ✓ Don't back them in to a corner - give them an out
- ✓ Think one step ahead – ask yourself "how is this going to go?"
- ✓ Don't let your mood dictate how you manage students
- ✓ Don't react to, but plan for behavioural incidents – know your students
- ✓ Read student profiles and act accordingly with individual students
- ✓ Recognise and praise the good to influence the actions of others
- ✓ Do not overuse the word please when giving behavioural instructions but do say thank you.

- ✓ Do all you can to avoid:
    - Humiliating – it breeds resentment
    - Shouting often – it weakens your status
    - Over reacting –the problems will grow
    - Blanket punishments – the innocent do not deserve them
    - Over punishing and escalating too quickly – it reduces options later
    - Jumping to conclusions – avoid punishing what you can't prove
    - Don't block a student's exit

Remember that we all have a collective responsibility for managing the students within our school using the frameworks provided.

<u>Everyone, Everywhere, Every time</u>

We should be challenging the behaviours we do not want and recognising the behaviours we do want all the time, whether in our own classrooms or around school.

Positive Reward, Recognition, Bramcote Points & End of Year Rewards:

At Bramcote College we believe that students thrive in a positive and rewarding environment. We want young people to feel proud of their achievements and we reward and recognise the efforts of our students in a number of ways. Teachers act as role models by using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

To effectively promote the correct behaviours and attitudes that we would like to see in our learners we recognise the efforts and achievements by awarding Bramcote Points. Bramcote Points represent our Bramcote values **(See Appendix 1)**, which are Brilliant, Resilient, Ambitious, Motivated, Caring, Open-Minded, Team Player and Engaged. These values make up the fabric of our school culture and are recognised within our students when they are displayed or demonstrated in and out of the classroom.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole School and year events such as success assemblies and end of year reward ceremonies provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and to achieve the very best you are capable of.

Bramcote Points

Our currency for recognition is the awarding of Bramcote Points. These represent our school values and are used to promote and recognise positive behaviours in school. These can be awarded by member of staff in school for a range of different reasons including:

- ✓ Positive attitudes
- ✓ good work
- ✓ being helpful
- ✓ good homework
- ✓ good effort
- ✓ improvement & progress
- ✓ taking part in extra-curricular or enrichment activities in school
- ✓ being a good citizen
- ✓ going the extra mile
- ✓ inter form competitions
- ✓ work or achievements in the community

Bramcote Star Award

Each lesson, the teacher of a class will nominate an 'Bramcote Star'. This will be the student that has really stood out in effort, attitude and progress or for another reason such as leadership or supporting other learners in the group. Receiving this, awards the student with 5 Bramcote Points and parents will receive a text message home and communication via the 'My Child At School' (MCAS) app to notify them.

Postcards Home

To compliment the Bramcote Points and Bramcote Star awards, staff will occasionally send postcards home. This will be in recognition of continued effort and application in school, both in and out of lessons.

Rewards Assemblies

In line with our Bramcote Values we have rewards assemblies at the end of each term. During these assemblies there will be several awards to recognise students and groups of students. These include:

- ✓ Bramcote Value Trophies, whereby an individual student will receive a trophy in recognition for receiving the most Bramcote Points for a particular value, for example, Brilliant
- ✓ Bronze, Silver, Gold and Platinum lapel badges. These are awarded in recognition for total Bramcote Points achieved. These accumulate throughout the academic year
- ✓ Tutor Group Attendance Cup. This is awarded to the form group with the highest attendance
- ✓ Tutor Group Bramcote Points rewards. The tutor group who have achieved the highest number of Bramcote Points will also receive a prize

Zero Club

At the end of each half term we recognise students who are in what we call 'Zero Club'. This is a recognition of those who receive zero negative referrals each half term. We believe this is important as these students are doing the right things, day in and day out. Ordinarily, those in Zero Club will be rewarded with a non-uniform day.

End of Year Celebrations

The success of our students culminates in an end of year rewards ceremony. This event recognises student's achievements both inside and outside of the school community and so acknowledges them as a student and young person. Across the whole school, students will be recognised via a combination of teacher nominations and Bramcote Points in line with our school values. Subject awards and the other awards will also be presented on this evening.

Behaviour Corrections & Sanctions:

As part of learning how to develop good behavioural habits, it is critical that students learn to take responsibility for their actions. As a school, this means we will correct the behaviours we do not want to see in our students, to improve their attitude and effort towards being successful at school.

At Bramcote College we run a correction system. The purpose of behaviour management should be to correct and improve behaviours, not simply punish. We aim to have restorative conversations to rectify issues and restore student teacher relationships. Behaviours that require an escalated response may require students to complete community service, after school corrections, time in reset or isolation. Above all else, we will endeavour to be consistent and fair in our response to student behaviour. Please see **Appendix 2** for a summarised approach to our behaviour management.

If a student fails to complete a correction that has been issued, then there will be an expectation to repeat then escalate the response.

10- minute Corrections (TMCs)

We use a simple correction system that is designed to address behaviours centring on school readiness and preparation. We believe that it is crucial for a student to come to school ready to learn. We understand that students make mistakes, and we believe that students can and will improve. Corrections are designed to be a reminder to students to do the simple things right and come to school ready to learn with our standards set high. Corrections will be issued to students for the following reasons:

- ✓ Punctuality
- ✓ Lack of equipment
- ✓ Lack of / incorrect uniform
- ✓ Not following school routines
- ✓ Unkind words
- ✓ Inappropriate language
- ✓ No DEAR book
- ✓ Chewing
- ✓ Low-level disruption and attitude to learning
- ✓ Mobile phones*

All corrections are completed at the end of the school day with their P4 teacher and students will remain until 3:30pm. If a student refuses or does not stay, then there will be a separate consequence to this behavioural choice. Refusal to complete a 10-minute correction will result in a 20-minute correction. To allow students to take responsibility and prepare for the day, if they present at student support before 8:45am to address any issues, no correction will be issued. Please see **Appendix 2** for more information.

*Due to the nature of issues that can arise with mobile phones as well as the safeguarding concerns that can occur, we have implemented an additional escalation for repeated use of a mobile phone. The first time the phone is seen or heard, the phone will be confiscated, and a ten-minute correction issued. The second time this occurs, a 4pm correction will be issued. The third time this occurs a 4pm correction will be issued and the phone will be returned to parents at their earliest convenience. This system resets each half term.

Classroom Teacher Corrections

We expect classroom teachers to manage, challenge and correct behaviours, at break, lunch or at 3:20pm, that have direct impact on the progress of students in their lesson **(see Appendix 5).** See below an outline of the behaviours a teacher will correct:

- ✓ Poor attitude
- ✓ Poor work rate
- ✓ Lack of homework
- ✓ Lack of focus
- ✓ Distracting others & low-level disruption
- ✓ Not following instructions first time

Lunch-time Corrections & Loss of Social Time

For a repeated pattern of behaviour, for example, multiple corrections or for moderate behavioural issues, a student will lose their social time at break and lunch time. It will also be used as an escalated response. A student will also be placed in this correction due to poor behaviour during break and lunch time.

Classroom teachers and Heads of Department will use this sanction to manage learning behaviours within the classroom. If a student does not attend their classroom correction a head of department may expect a student to complete a lunch time head of department correction or be placed in an a 4pm correction after school.

During this time a student will have the opportunity to eat and use a toilet before their next lesson.

20 minute After-school Corrections (TwMCs)

As an escalation to the 10-minute correction system, we also employ a no-notice 20 minute after-school correction. This will be used to address behaviours in a classroom that have been disruptive and not in line with the expectations we have for a student's attitude to learning. This will form part of our central corrections system. As a school these corrections can be issued by all staff in school.

After-school (4pm) Corrections

If a student has to be removed from a lesson or for more serious or persistent incidents in and around school a student will be expected to stay until 4pm that day. Any member of the senior leadership team, pastoral support team and curriculum leaders can issue and carry out a 4pm. If this is necessary, you will be notified by a text message at 2:30pm informing you that your child needs to remain at school. If this is not possible or you require support in when the correction takes place, then we expect the parent to contact the school to inform us of when the correction can take place. We believe in rectifying issues and behaviour on the same day in order for the student to return to school the following day with a clean slate. However, if the issue has taken place after 2:30pm, we will contact you by phone or the correction will be completed the next day.

This is in response to the **Education Reform Act 2011,** which rules out the need for schools to receive direct consent to sanction a student and that a school's sanction cannot be legally refused.

Failure to attend a 4pm correction will be seen as defiance and the student will then receive a period in isolation as well as an expectation to repeat the 4pm correction.

SLT Support

A member of SLT is always available to respond to and support behaviour in school **(see appendix 3).** It may be necessary to move or remove a student if they are not responding or displaying serious behavioural concerns. The aim will be to support and reintegrate the student in the lesson, move the student to a buddy classroom or remove the student to the Reset room.

SLT support will be required to deal with behaviours outlined below and such behaviours would warrant immediate removal from the classroom environment or social setting to be placed in reset, isolation and/or suspended.

- ✓ Persistent disruption
- ✓ Non-compliant behaviour
- ✓ Smoking or Vaping or being possession of such items
- ✓ Failure to respond to previous warnings or classroom corrections
- ✓ Verbal/physical abuse of staff
- ✓ Verbal/physical abuse of fellow students
- ✓ Racial abuse
- ✓ Child-on-Child Abuse
- ✓ Sexual harassment or violence
- ✓ Bullying behaviours of any sort including HBT
- ✓ Online concerns and abusive behaviours
- ✓ Illegal or suspected illegal substances
- ✓ Fire alarm breaches
- ✓ Weapons or inappropriate items in school
- ✓ Criminal damage
- ✓ Physical assault
- ✓ Dangerous behaviour
- ✓ refusal to go to another classroom
- ✓ or any other incident considered serious & potentially or actually affecting the safety of others

All incidents, either positive or negative are logged on Bromcom. We urge all parents to actively sign up and use this system, in order to proactively support in managing and promoting good behaviour at home.

Some incidents surrounding any form of bullying, behaviours outside of school or anything that might be considered a contextual concern including child-on-child abusive behaviours will be logged on the school's Child Protection Online Management System (CPOMS) and will be investigated further before sanctions or corrections are applied. Please see **Appendix 9** for more information regarding these behaviours.

Fixed Term Suspensions

Unfortunately, some students may choose to demonstrate some behaviours that we simply cannot and will not accept in school. These include physical assault and persistent bullying of other students, swearing and abuse of a member of staff and/ or more serious offences,

These behaviours will be met with either isolation, internal suspension or a fixed term suspension depending on the severity of behaviours displayed. Certain behaviours carry fixed sanctions, for example, swearing at a member of staff will result in a 2-day suspension.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist Abuse
- Sexual Misconduct
- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bring smoking material on to the school site
- Persistent Disruptive Behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school

A fixed- term suspension can last up to a maximum of 45 days. A fixed- term suspension for six days or more will result in students being educated elsewhere within the trust as school has a responsibility to maintain the student's education.

A permanent exclusion is only issued for repeated fixed- term suspensions where the student persistently fails to respond over time, or for one major incident that is deemed serious enough or detrimental enough to others within school to warrant a permanent exclusion. The decision will be made at a senior level and in consultation with the Local Governing Body.

Please see Appendix 8 for more information and guidance.

Post-Suspension Expectations

Following a suspension, a student and their parents will be expected to attend a readmission meeting at school. This meeting will address the suspension, explore reasons why it occurred but crucially discuss and agree how all parties can move forward and work towards avoiding similar behaviours and sanctions in the future. This may involve the school and parents agreeing on a number of supports or changes within school.

Support Structures for Students Causing Concern:

A number of structures exist within the school to support students whose behaviour is either causing a concern or for those who require additional support due to their needs. Patterns of behaviour will be monitored over time by the Heads of Year and more strategic decisions will then be made about supporting students and their families with their behaviour. In some cases, the methods outlined below will simply be about providing a sanction, in other cases they are used to provide support to students who need to improve their behaviour to access lessons, learning and to be successful at school. A number of identified students sit outside our typical behaviour framework. This is representative of their needs and circumstances and as a school we look at to support the behaviour of these students in different ways **(See Appendix 6).** These students still receive sanctions and corrections but, for example, these will applied the following day to allow for adjustments required both in school and at home.

Referral into these areas of support is via the Head of Year, SENCO, Assistant Head teachers and Deputy headteacher. Parental involvement in these decisions will be essential.

RESET
Our Reset room is used for a range of reasons. It is used for students who have been removed from lessons who will then spend a period there before going back to lessons. In this space students are encouraged to reflect on behaviours and complete restorative conversations with learning mentors. If students respond well, they are allowed to return to lessons. If a student does not respond, then they will be placed in seclusion. The Reset space may also be used for students who require a short-term withdrawal from lessons or certain subjects based on patterns of behaviour. The Reset room is not solely about managing behaviour and may also be used by students who need an alternative environment to work in.

The aim of the Reset space is to ensure a 'readiness to learn and return' to lessons. We understand that behavioural corrections should have a minimal impact on the academic achievement of students. Equally, we will not allow students to prevent learning from happening.

Forest School Provision
Our Forest School provision programme is an alternative classroom environment and provides a supportive, nurturing yet educational environment for students who are identified as requiring further support in school. This canbe for a range of reasons including behavioural difficulties, social and emotional support or to provide an alternative education pathway that is more suitable. In all, this provision represents the inclusive culture of Bramcote College andis designed to support students to be successful.

Mentoring Support
For some students we will use mentoring to support them in school. The mentor will be a member of staff, a teacher, HOY or in some cases an external mentor. The aim of this will be to provide a medium-term support to educate students in how to improve their behaviour.

Internal Seclusion
A student may be placed internal seclusion by a member of student support, head of year or SLT. This may be for a variable amount of time, depending on the seriousness of the incident. The aim of isolation is to give students time to reflect on their behaviour, sanction them by way of social seclusion and in some cases, ensure the school environment and lessons remain orderly and calm without their presence. Although, we appreciate isolation can have an impact on a student's progress it remains a necessary sanction for certain types of behaviour. In most cases, it will be

communicated to parents and guardians when their child is in isolation and the reasons why. Isolation will be closely supervised to ensure high standards of behaviour. Failure to comply with the expectations in isolation will result in removal to an SLT member's office and escalated to an internal seclusion or possibly a suspension. During a student's time in isolation, we will endeavour to complete a restorative discussion to support the student in understanding why they have received such a sanction. The success of these conversations is crucial for moving forward for both the student and member of staff involved.

Offsite Seclusion

As a school, we try to avoid suspending students and where necessary, we would prefer to internally seclude the child on-site or place them within our trust at Alderman White school. We understand the negative impact of suspensions on children and families and in all cases we will work with families, parents and carers to avoid a suspension.

Also, as part of the reasonable adjustments that we make based on an individual student's circumstances and needs, we may instead decide to internally seclude a student rather than carry out a formal suspension. This will be offered where we feel the student in question needs more support as is often the case with a student who displays behaviour that can result in suspension.

Parental Meetings

If a student's behaviour is a cause for concern over a half term, then parents will be invited into school to discuss the issues and a strategy of working together to improve things moving forward. Regular contact will be made with parents where behaviour is a concern.

Engagement of outside agencies

In some cases, where we have concerns over a student's ability to adjust their behaviour in the long term, then we will engage to support of outside agencies. This may include, for example, social services or the family service. These services are designed to support both the family and school in managing and improving a student's behaviour.

Time-Out Procedures

Students who require behavioural support will be offered time-out as a means of reducing the impact of their behaviour on others and preventing escalation. During this time, they have clear procedures to follow including restorative and reflective conversations with members of staff, before returning to the classroom environment.

Enhanced Resource Provision

On our school site we now have an Enhanced Resource Provision (ERP). This is an area within school where students with higher levels of need in respect of their regulation and behaviours can be supported and educated by alternative means. This provision runs on a different timetable, offers an alternative curriculum and supports students from other schools within our area.

Managed Moves:

The school uses Managed Moves as a way of preventing Permanent Exclusions. Managed Moves are used both within the White Hills Park Trust and within the Broxtowe Area. Based on residency we may request or contact a school outside of Broxtowe to support us in such matters.

Reasons for a Managed Move:
- A student receives more than a 5-day suspension.
- An incident occurs which results in a managed move as an alternative to a fixed-term suspension
- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move
- A student is offered a managed move as an alternative to a permanent exclusion
- A student is offered a managed move as parents consider a fresh start is needed

Managed moves will be set-up in agreement with the partner school and parents of the child concerned. The move will have conditions placed upon it and will be for an agreed period. The host school can end the placement at any time if the behaviours of the student in question warrant it.

Teachers Power to Search Student without Consent:
- School staff can search a student for any item that may contravene the School Behaviour Policy (see paragraph on suspensions and permanent exclusions)
- The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items, please see **Appendix 8** for further clarification on this process. The items that can be searched for under this power are:
    - ✓ knives or weapons
    - ✓ alcohol
    - ✓ tobacco and cigarette paraphernalia
    - ✓ vaping materials
    - ✓ fireworks
    - ✓ pornographic images
    - ✓ drugs
    - ✓ stolen items
    - ✓ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (this may include mobile phones)
- School staff can seize any banned or prohibited item found because of a search or which they consider harmful or detrimental to school discipline
- In line with our behaviour policy, Mobile Phones are not to be seen or heard. If we deem it necessary and/ or the possession of a phone has lead to or could lead to further difficulties, we can search for and confiscate mobile phones.

Teachers Use of Reasonable Force:

Who can use reasonable force?
- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves or others through physical outbursts.

When can reasonable force be used?
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control student or to restrain them. The decision to physically intervene or not is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

What is reasonable force?
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- For further information on the use of reasonable force, please see **Appendix 8.**

Discipline outside the School Gates:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance (See **Appendix 8**) and the Bramcote College Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

1) taking part in any school-organised or school-related activity or
2) travelling to or from school or
3) wearing school uniform or
4) in some other way identifiable as a student at the school
5) conducting themselves inappropriately online (**see appendix 9**)

or misbehaviour at any time, whether or not the conditions above apply, that:

6) could have repercussions for the orderly running of the school or
7) poses a threat to another student or member of the public or
8) could adversely affect the reputation of the school

The sanctions previously described would be applied in the same way should a student's behaviour deem it necessary.

Expectations of Parents/ Guardians:

Parents and guardians are expected to fully support the school in managing the behaviour of our students by:

- working in partnership with staff to ensure good behaviour
- supporting the school in decisions taken to correct and manage behaviour
- understanding the school's need to issue after school corrections and support in this matter
- informing staff of any concerns that you may have in or out of school
- responding to concerns raised by members of staff
- ensuring students come to school correctly equipped and prepared to work
- ensuring your child is punctual to school and their attendance meets school targets
- signing up to and access the school's behaviour and progress system, Bromcom, in order to monitor and support their behaviour

The Behaviour Policy in relation to the Equality ACT 2010 in respect of students with SEND:

Bramcote College acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register. In many cases, students will have specific learning profiles that account for these adjustments in how students are managed and corrected. Additional support will be provided to students with SEND in terms of their learning and progression in school.

Additional support and adjustments for SEND students include:
- ✓ Learning profiles
- ✓ Time-out procedures
- ✓ Key workers to specifically manage behavioural difficulties
- ✓ In-class support
- ✓ Adjusted isolations
- ✓ Small group learning

If you wish to contact a member of staff regarding behavioural difficulties involving SEND students please speak with the college's
SENCO Mary Kirby mary.kirby@whptrust.org

Allegations of Abuse against Staff:

Allegations of abuse are be taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be led by the Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Any allegations against the Head Teacher will be investigated by The Chair of Governors.

Any investigation involving any member of staff will be reported to the LADO.

General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Management and Retention of Record's policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

Bramcote College VALUES

Work hard • Be well • Do well

At BC we:
Live
Our
Values
Everyday

British Values
The Rule of Law
Individual Liberty
Mutual Respect
Tolerance
Democracy

Brilliant — We shine and celebrate when others shine. We want to DO WELL. We are unique and valued. We are free to think and make our own choices... remembering consequences.

Resilient — We dig deep and keep going even if it feels difficult. We build character and strengthen WELLBEING.

Ambitious — We aim high and have big dreams – for ourselves, for our school, for our society. We know that a positive mindset makes all the difference. We DO WELL academically and personally.

Motivated — We are always ready to learn and are motivated to be the best version of ourselves. We WORK HARD.

Caring — We care for each other and our environment. We listen to each others' opinions and have a voice. We help each other to BE WELL.

Open-minded — We accept everyone as they are and do not dismiss anyone or their beliefs. We learn, we speak up and challenge intolerance.

Team player — We are a team with each other and with staff. We know the importance of school rules. We understand about actions and consequences. We can influence decisions at BC. We DO WELL together.

Engaged — We are active in our learning. We WORK HARD and take full advantage of the opportunities we are given.

BC6F

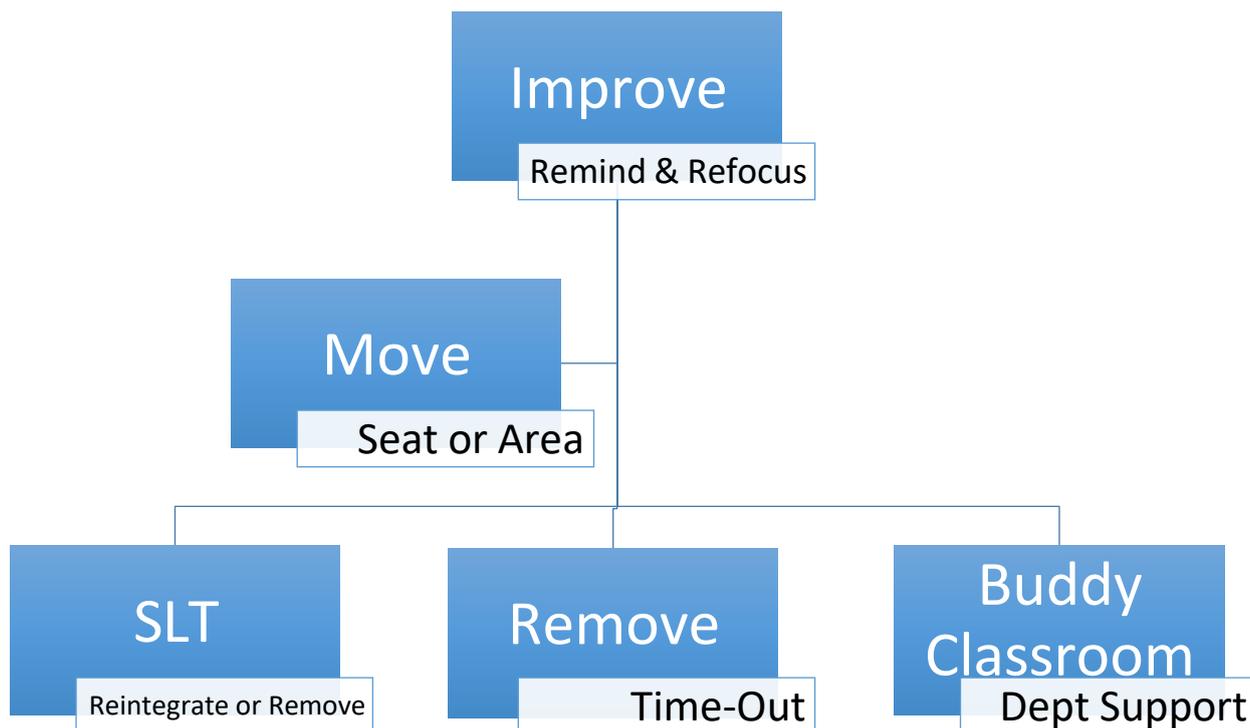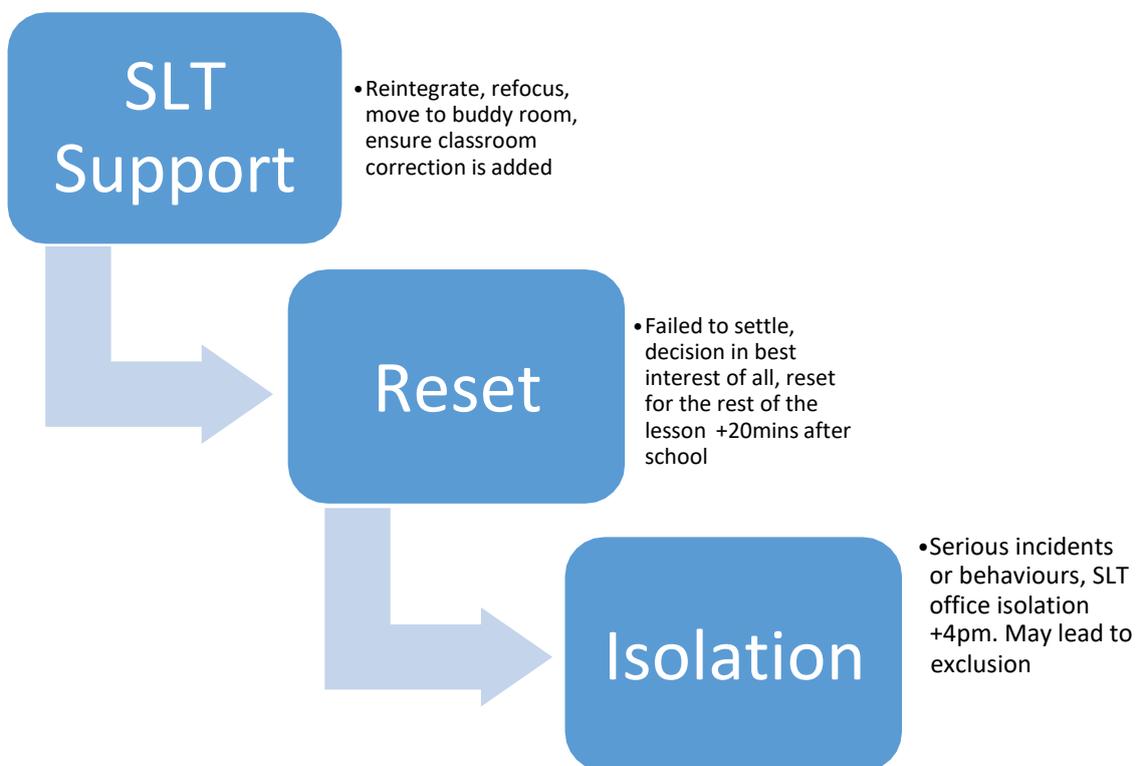Mutual Respect · The Rule of Law · Democracy · Individual Liberty · Tolerance
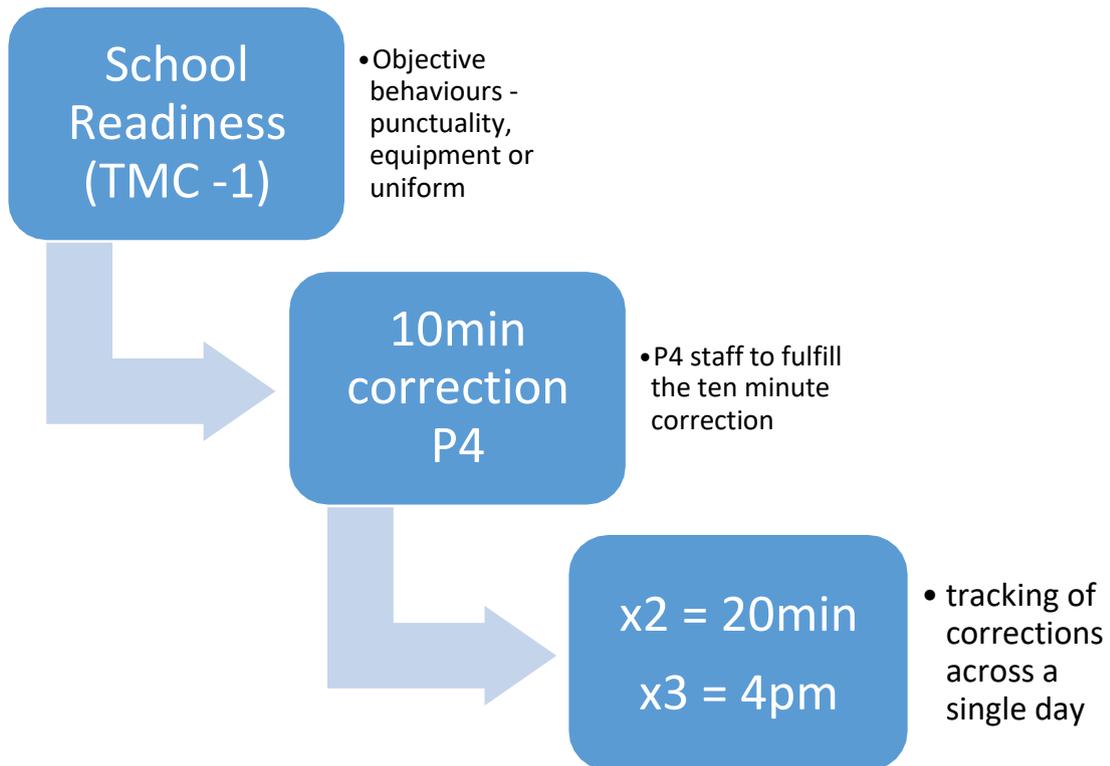
British Values

Appendix 2: Behaviour Management Flow Chart

Improve
Remind & Refocus

Move
Seat or Area

SLT
Reintegrate or Remove

Remove
Time-Out

Buddy Classroom
Dept Support

Appendix 3: SLT Support Processes

SLT Support
- Reintegrate, refocus, move to buddy room, ensure classroom correction is added

Reset
- Failed to settle, decision in best interest of all, reset for the rest of the lesson +20mins after school

Isolation
- Serious incidents or behaviours, SLT office isolation +4pm. May lead to exclusion

Appendix 4: Corrections Flow Chart

School Readiness (TMC -1)
- Objective behaviours - punctuality, equipment or uniform

10min correction P4
- P4 staff to fulfill the ten minute correction

x2 = 20min
x3 = 4pm
- tracking of corrections across a single day

Appendix 5: Classroom Behaviour Flow Chart

ATL (-2)
- Issues with attitude to learning = Classroom correction or Twenty Mins after school

Conduct -3
- = 20min after school

Moderate -5 + -6
- 4pm Correction After School

SLT Removal from lesson to Reset or Isolation
- Reset = 20mins
- Isolation = 4pm
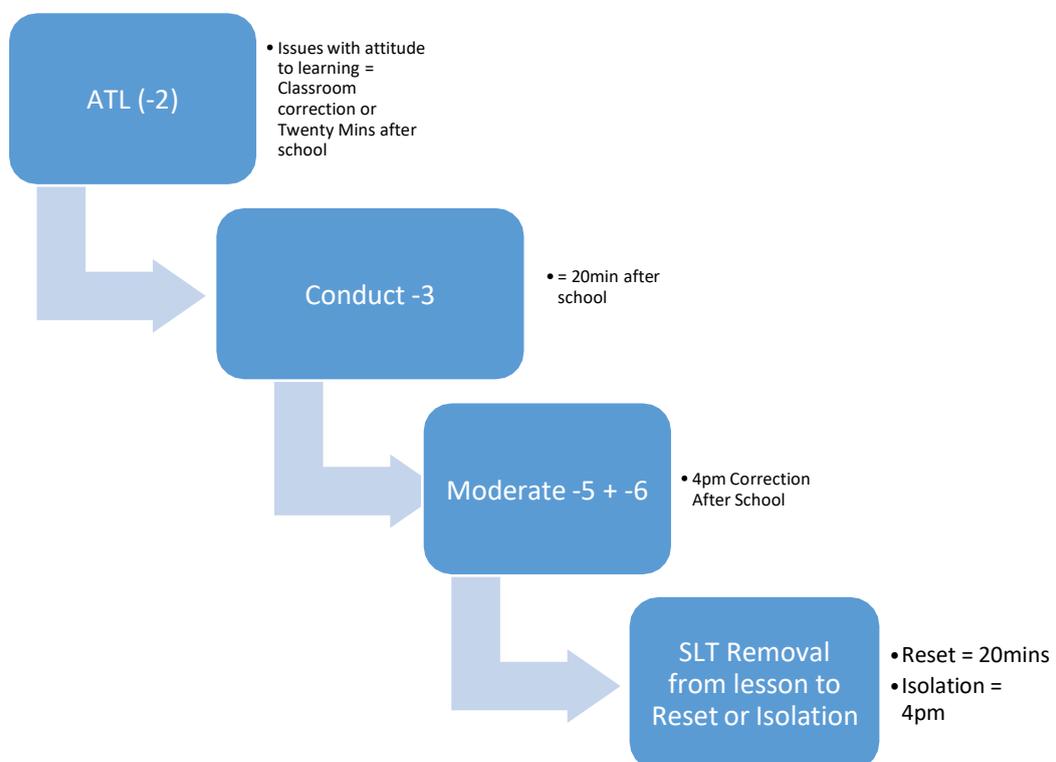
Appendix 6: Behaviour Adjustment Flowchart

High Profile - Early Time-Out

- Early intervention
- Know them and plan for them
- Processing Time
- Non-verbal cues
- Do you need to take time-out?
- Alert SLT Support

SLT Support

- Calmly remove
- Facilitate time-out
- Time to process

Adjusted Behaviour Sanctions

- Next Day
- Individual Sanctions in line with their plan
- Graduated over time

Appendix 7: Covid-19 Behaviour Policy Addendum
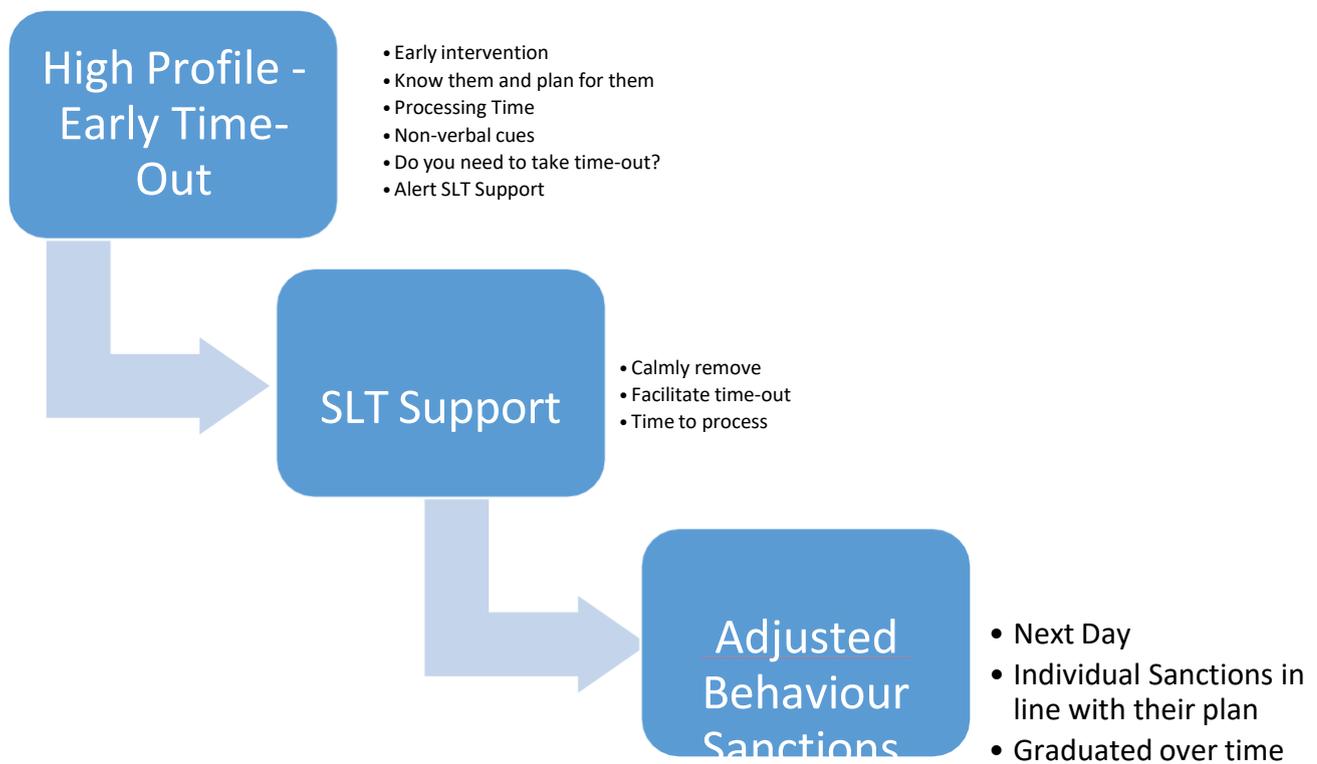
Behaviour Policy Addendum Sept 2020

This document is an addition to the existing behaviour policy in order to support changes in the school environment, expectations of students and staff and adaptations to behaviour management under the current set of circumstances.

Returning to school will present a range of challenges for everyone. Our students will have been subjected a vast range of different of challenges all in their own unique set of circumstances. School must be a safe place for them, offering counsel, support and encouragement but maintain structure and expectations around behaviour and learning. Whatever circumstances staff and students are emerging from, school must remain the consistent, fair and structured environment that is required to allow students to be successful, safe and happy.

Staff and students must understand the ways in which we need to change our behaviours in order to support and adhere to the government guidelines to support the reduction in transmission of Covid-19. The school environment has changed in order to support the guidelines and staff will have a wider responsibility to learn the changes themselves as well as supporting our students to learn and adhere to these expectations, making clear judgements between behaviours that are not yet learnt to those being deliberately displayed. Part of the role of staff is to not just challenge and condemn behaviours, but to educate, remind and improve the behaviours of our students whilst in school.

Successful behaviour needs to be taught, not just told.

Expectations & Rules for Students and Staff that will support keeping everyone safe during this time:

- ✓ Do not come to school if you are presenting with any symptoms of Covid-19 and follow government guidance on self-isolation and risk management
- ✓ Hand wash or sanitise before entering and re-entering the building
- ✓ Hand sanitise upon entering and leaving a classroom or an area in school
- ✓ Maintain good hand and personal hygiene 'catch it, kill it, bin it'
- ✓ Do not deliberately touch, grab, hug, bump or contact any other students or staff
- ✓ Follow and adhere to the social distancing measures put in place and one-way systems that are used to prevent unnecessary cross-over between staff and students
- ✓ Adhere to social distancing rules in the classroom, corridors, communal spaces and outside areas
- ✓ Students must remain their designated year group zones and subsequent bubbles in order to reduce cross-over between year groups
- ✓ Students are expected in full uniform and are expected to attend in full and correct PE kit on the days they have PE lessons, to avoid using and crowding in the changing rooms
- ✓ Students must come to school equipped and ready to learn. Equipment can be given to students, but it is not to be loaned, swapped or returned
- ✓ Students must arrive to and depart the school site on time using the designated entrance and exit points. As soon as the school day is completed students must depart as a year group and continue to adhere to the required social distancing to the best of their ability. Students should not be waiting or gathering before departing or arriving to school

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.

The following behaviours will result in temporary removal from the school site in-line with the home-school agreement:

- ✓ Deliberately spitting at or toward an individual
- ✓ Deliberately coughing or sneezing at another individual
- ✓ Forcibly touching or grabbing another student or member of staff
- ✓ Deliberately and repeatedly not adhering to the social distancing guidelines in school
- ✓ Persistently making verbal comments and challenges about the existing situation
- ✓ Not adhering to the need to wear a face mask, if and when they become compulsory

Existing rules & expectations that should be reinforced:

- ✓ No touch policy
- ✓ Mobile phones should not be seen or heard
- ✓ Earphones are not permitted
- ✓ Disruption of the learning environment will not be accepted
- ✓ Talking at inappropriate times
- ✓ Speaking inappropriately towards staff and peers
- ✓ Swearing and using offensive language
- ✓ Jewellery
- ✓ Chewing gum
- ✓ Littering
- ✓ Punctuality & Attendance

Correction Procedures that can be employed to support behaviour management and improving students' approach to school:

- ✓ Pro-active and pre-emptive management of the learning environment
- ✓ Staff intervention and challenge and education regarding appropriate behaviours
- ✓ Movement of students to different desks (designated spare desks in each room for this purpose)
- ✓ Modified seating plans
- ✓ Time-out of the lessons
- ✓ Buddy classrooms where possible
- ✓ Classroom teacher sanctions at Break and Lunch times (10mins)
- ✓ Departmental corrections at Break and Lunch time (20mins)
- ✓ TMC's for school readiness
- ✓ Walkabout support with any of the above and/or student removal to reset
- ✓ Time in RESET to address behaviours
- ✓ Pastoral intervention
- ✓ Phone calls home
- ✓ Collection or sent from school site
- ✓ **Reward and recognition for those behaviours that we want to see and encourage**
- ✓ **Recognise the good, challenge and educate what we don't want**

Appendix 8: Supporting Documents & Resources

1. Behaviour in Schools Guidance
   https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

2. School Suspensions and Permanent Exclusion Guidance
   a. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

3. Use of Reasonable Force Guidance
   a. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

4. Searching Screening and Confiscation Guidance
   a. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

5. Additonal Guidance on Specific Behaviour Issues
   a. **Child-on-child sexual violence and sexual harassment** (See also Child Protection and Safeguarding Policy)
      i. Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.
      ii. Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.
      iii. Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.
      iv. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.
      v. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

vi.   It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

vii. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

b. Behaviour incidents online

i.   The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

ii.   Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs.

iii. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

iv.   Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.