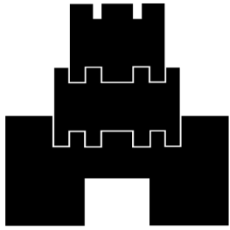


Reference:	Approved by:	Date:	Review:



Launceston College

A Multi Academy Trust

BEHAVIOUR POLICY

Updated on: 28th June 2016

Review by: LJS/ARJ

Reference:	Approved by:	Date:	Review:

Principles.

Launceston College Multi Academy Trust, and all schools within the Trust, believe that good behaviour is an expectation of all students. Poor behaviour distracts students and teachers, and does not allow everyone to learn. We expect all students to meet clear behaviour expectations, but if they do not there are clear sanctions.

Where students find it difficult to meet our behaviour standards, we will change our level of support, but we will not change our expectations.

The behaviour management systems for the schools within the Launceston College MAT, can be found in the appendices to this behaviour policy. Operational procedures for staff within the Launceston College MAT will be provided to staff upon induction, and upon any updates.

Appendix L - Launceston College Behaviour Policy

At Launceston College, we have a simple and clear behaviour procedure, which promotes effective behaviour for learning. Classroom teachers need to share their expectations for positive behaviours at the start of each year, and as appropriate during the College year.

Students are supported to demonstrate positive behaviours, through all activities undertaken at Launceston College. Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual needs plans and other reviews.

Should a student fail to meet our expectations, sanctions will be applied, as below.

Sanctions

Sanction 1 – first minor offence, teacher detention will be set

Sanction 2 – second offence, student to be parked and a faculty detention will be set

Sanction 3 – major offence or refusal to be parked, on call requested. The on-call teacher will determine the next steps; a sanction 3 will result in time in IER, to include at least one break.

After-School Detention

An After School Detention (ASD) will be set for persistent or extreme poor behaviour, including failure to complete homework, or bring the correct equipment to class.

Failing to attend this ASD will automatically lead to a full day in the Internal Exclusion Room (IER), and the ASD being reset.

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Internal Exclusion Room (IER)

Time in IER is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Misbehaviour in IER will automatically lead to a full day in the Internal Exclusion Room (IER).

Students will spend time in IER for the following behaviours, this list is not exclusive:

- Being caught smoking, with smokers or in possession of smoking equipment (including e-cigarettes), or being in possession of alcohol.
- Verbal or physical abuse to a member of staff or student
- Truancing from College
- Intentional damage or theft of College property

IER will be administered by the IER manager. Students are placed in IER by "on-call" staff, HOF, HoH or ALT. A letter is then sent home to inform parents of the time spent and the incident that caused this to happen. Occasionally, if IER is at capacity, students will complete their whole day IER sanction at the Off Site Centre or other location. This can only be sanctioned by a member of ALT, who must ensure that parents are notified, as students will be leaving the main school site.

Off Site Centre (OSC)

Students whose behaviour is extreme, continuous or malicious will be referred to the Off Site Centre. The expected length of referral and timings of the sessions at the OSC will be agreed in advance with the relevant member of ALT, HoH and OSC manager. OSC staff will liaise with teachers on the main College site to ensure that work is received for pupils to complete whilst at OSC, maintaining their progress in relation to their peers.

Students returning from the OSC will be monitored, through a report card, following a reintegration meeting, usually with a member of ALT and HoH. Additional support may be offered through the Student Support Centre during this process.

Fixed term exclusions (FTE)

Students who exhibit behaviour which directly affects the safety of other students or staff could be excluded for a fixed period. Incidents which will be considered for a FTE include bringing illegal substances onto College site, possession of a weapon or violence/threats of violence to staff. This is not an exclusive list. The decision to grant a FTE will be made by the Principal, and parents will be notified as soon as possible, in order to collect the pupil if needed.

Confirmation in writing of the exclusion will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the exclusion, along

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with the arrangements for a review meeting. The process to appeal against an exclusion will be included in this letter. Work will be provided for the student to complete during their FTE. If a FTE is longer than 5 days, alternative educational provision will be put in place from the sixth day onwards.

Students re-integrating after a FTE will receive support from the OSC, or other behaviour support package, for example the Alternative Provision Academies. Parents will be notified of the plans to support students at the review meeting.

Permanent exclusions (Pex)

The decision to permanently exclude a pupil would be based on the following grounds:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A FTE would always be given in the first instance, following the arrangements above. Any decision to permanently exclude would be made by the Principal, with due consideration to guidance provided by the DfE.

The Launceston College MAT Board will convene a panel to review any permanent exclusion (or FTE exceeding 5 days), within 15 days of the exclusion date.

Appendix B - Bideford College Behaviour Policy

At Bideford College, we have a simple and clear behaviour procedure, which promotes effective behaviour for learning. Classroom teachers need to share their expectations for positive behaviours at the start of each year, and as appropriate during the College year.

Students are supported to demonstrate positive behaviours, through all activities undertaken at Bideford College. Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual needs plans and other reviews.

Should a student fail to meet our expectations, sanctions will be applied.

“No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.”

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On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

Conduct in lessons

Students in classrooms at Bideford College:

- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken whilst completing the starter activity
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to an isolation room for a period of one working day. Failure or refusal to go the isolation room will result in a one day fixed term exclusion at the off site centre (OSC) with the original day in isolation completed upon their re- admittance to the college.

If a student is sent to isolation

The member of staff who sent the student to isolation will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to isolation will be required to remain in college until 4pm that day.

NB Students on buses will need to make alternative arrangements for their journey home.

After-School Detention

An After School Detention (ASD) will be set for persistent or extreme poor behaviour, including failure to complete homework, or bring the correct equipment to class. Failing to attend this ASD will automatically lead to a full day in the Internal Exclusion Room (IER), and the ASD being reset.

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Internal Exclusion Room (IER)

Time in IER is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Misbehaviour in IER will automatically lead to an extension to the time students are in the IER

Students will spend time in IER for the following behaviours, this list is not exclusive:

- Being caught smoking, with smokers or in possession of smoking equipment (including e-cigarettes), or being in possession of alcohol.
- Verbal or physical abuse to a member of staff or student
- Truanting from College
- Intentional damage or theft of College property
- Low level disruption

IER will be administered by the IER manager. Students are placed in IER by "on-call" staff, HOF, HoH or ALT. A letter is then sent home to inform parents of the time spent and the incident that caused this to happen. Occasionally, if IER is at capacity, students will complete their whole day IER sanction at the Off Site Centre or other location. This can only be sanctioned by a member of ALT, who must ensure that parents are notified, as students will be leaving the main school site.

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Confirmation in writing of the exclusion will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the exclusion, along with the arrangements for a review meeting. The process to appeal against an exclusion will be included in this letter. Work will be provided for the student to complete during their FTE. If a FTE is longer than 5 days, alternative educational provision will be put in place from the sixth day onwards.

Students re-integrating after a FTE will receive support from the OSC, or other behaviour support package, for example the Alternative Provision Academies. Parents will be notified of the plans to support students at the review meeting.

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The decision to permanently exclude a pupil would be based on the following grounds:

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