



BOTTISHAM VILLAGE COLLEGE

BEHAVIOUR POLICY (including Covid-19 addendum)

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DEPUTY PRINCIPAL (DF)

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1. Policy Statement

Bottisham Village College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We believe that excellent relationships, excellent teaching, positive responses to positive behaviour, and the fostering of a sense of being a successful, valued member of a successful school community underpin outstanding conduct. We believe that students follow rules if those rules are clearly stated, have an obvious rationale, and are fairly and consistently applied. We challenge misbehaviour at Bottisham. This is usually through a polite, firm and direct assertion of the rules. When necessary, it means the application of a sanction. We respond firmly, robustly and rapidly to serious incidents of misbehaviour. When things go wrong, we work in partnership with parents and carers to put them right. We make sure that parents and carers are aware of when a student is misbehaving. We celebrate diversity at Bottisham Village College and have a zero tolerance of bullying.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.


3. Purpose of the policy

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

- Positively reinforces behavioural routines
- Promote self esteem and self discipline
- Model appropriate behaviour through positive interventions

4. The Behaviour Code

The Bottisham Code was drawn up by staff and students. It roots all of our rules in three basic expectations: ready, respectful, safe and is displayed in all rooms, and in public places throughout the college.

<i>Ready Respectful Safe</i>		
		
In form time Bottisham students	In lessons Bottisham students	Within the Bottisham community
<p>are welcomed to school</p> <p>are on time</p> <p>look smart in the correct uniform</p> <p>have their phones stowed safely in their bags</p> <p>sit at a desk</p> <p>answer the register properly</p> <p>are engaged in a purposeful activity</p> <p>are ready for the challenges of the day</p> <p>leave the classroom in a calm orderly fashion</p>	<p>are welcomed to the class</p> <p>are properly equipped</p> <p>are on time</p> <p>are ready to learn as quickly as possible</p> <p>have their phones stowed safely in their bags</p> <p>contribute appropriately to the lesson</p> <p>listen politely to other people</p> <p>focus on learning, progressing and achieving throughout the lesson</p> <p>leave the classroom in a calm orderly fashion</p>	<p>walk calmly showing consideration to others</p> <p>are patient when corridors are busy</p> <p>have their phones stowed safely in their bags</p> <p>hold doors open</p> <p>are welcoming to visitors</p> <p>prioritise younger students</p> <p>enter classrooms as soon as they have arrived</p> <p>play respectfully with peers,</p> <p>never be a bystander to bullying</p>
Proud of ourselves. Proud of our college.		

5. Consistent cultures of excellent behaviour management

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

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults, accept their authority and feel they have a voice.

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and college leadership level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

5.1 All staff

1. Meet and greet student at the door of the classroom, ensuring their presence is visible in the corridor.
2. Use consistent language for behaviour referring to '**Ready, Respectful, Safe**'
3. Model positive behaviours, ensuring a relationship driven approach.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Seek support from colleagues when behaviour is becoming difficult to manage

9. Never ignore or walk past learners who are behaving badly.

“Classroom control...is based upon an understanding by the teacher of his or her own behaviour, and upon a realisation that many of the problems of control that arise in the classroom are the direct consequence of the way the teacher acts (or reacts) towards the children concerned.” David Fontana (1994)

5.2 Heads of Faculty and Heads of Learning

1. Be a visible presence in the Department to encourage appropriate conduct
2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
3. Regularly celebrate staff and learners whose efforts go above and beyond expectations
4. Encourage use of Reward Points, Reward Certificates, Positive Notes and Positive Phone Calls
5. Ensure staff training needs are identified and targeted
6. Regularly share good practice within their teams
7. Monitor Behaviour data to target and assess interventions

5.3 College Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the site and especially at changeover time
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing learners with more complex or entrenched negative behaviour
6. Use behaviour data to target and assess college wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

“The school leader must embody ambition, aspiration and high expectations for every member of the community. They must demonstrate through their actions and words the belief that progress is not only possible but expected. These aspirations must be embodied and expressed by staff.” Tom Bennet (2017)

5.4 Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

‘It is not what you give but the way that you give it that counts.’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

6. Managing the behaviour

6.1 Managing behaviour using 'craft skills'.

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or *accelerate steps for repeated low-level disruption*.

6.2 Dealing with disruptive or anti-social behaviour

Some methods of dealing with disruptive behaviour can escalate the situation and provide even more disruption to the learning of others in the class. It is important that poor behaviour is dealt with in a way that will not further disrupt the lesson or deteriorate the relationship with the student or class. If the poor behaviour of a student impacts on the learning of other students it is important that the student is held to account for his or her behaviour but dealt with in a firm, consistent and fair way. All staff will use the guiding principles when dealing with disruptive or anti-social behaviour:

1. Use positive phrases that will disempower the behaviour. (See below).
2. Offer choice. Inform child that behaviour is disruptive and follow this with a choice to the student. (See below)
3. Public praise private sanction. Conversations about behaviour need to happen with the individuals concerned and not the whole class.
4. Stay cool and ensure you regulate your own emotions. Target the behaviour and not the child and don't lose sight of the outcome: 'the behaviour of the student needs to change'.
5. Never get into an argument.
6. Consistency and fairness. Always follow up poor behaviour in a consistent and fair manner.

6.2.3 Positive and Negative Phrasing

Positive Phrasing	Negative Phrasing
<ul style="list-style-type: none">● Stand next to me● Put the pen on the table● Walk in the corridor● Switch the computer screen off● Walk with me to the library● Stay seated in your chair● Please / thank you	<ul style="list-style-type: none">● Stop being silly● Be good● Don't throw the pen● Stop running● Don't talk to me like that● Calm down

6.2.4 Offering Choices

No choice is where a positive phrase is delivered as a demand or with anger and aggression and can trigger defensive, confrontational or oppositional responses.

Open choice is where options could be perceived as available when actually the choices are limited by the expectation of the adult. The phrase 'what do you want to do?' could legitimately be answered with 'go home' or 'hit you' or 'kill myself' The legitimate answer would be unacceptable to the adult and create defensive, confrontational or oppositional responses.

Limited choices often follow directly from positive phrases 'Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter?'

Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think , process and consider). Some examples:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

6.3 Staged response for lessons

During lessons, teachers will use our staged responses to manage disruptive or anti-social behaviour.

Stage 0 - Use of craft skills

The class behaved well and any incidents of disruption are dealt with by the deployment of craft skills. Students who were engaged in 'low level' disruption amended their behaviour promptly in response to a teacher intervention: as a result of this the learning of no student was adversely affected. Learning plans, where appropriate, were used to cater for the needs of those students who would otherwise struggle to meet expectations. Examples of craft skills include:

- Using body language and gesture to convey your expectations;
- Use of positive phrasing to emphasise the pro-social expectations "Put you hand up and wait for me before giving your answer please".
- Move student to a new seating position
- Pausing to gain attention
- A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Use of 'time out' to de-escalate behaviour (see section 7 for more details)

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct / attitude / learning.
- Learner is given a final opportunity to re-engage with the learning / follow instruction.
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call' will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Stage 1 - FORMAL WARNING

Despite the teacher deploying their craft skills (AND despite, where relevant, the teacher following the strategies outlined in a student learning plan) a student persisted in disrupting the learning of others in the class or persistently refused to engage with learning.. This student ignored an unambiguous teacher intervention, and continued to misbehave. As a result of this a **formal warning** was issued.

The formal warning should be delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

30 second intervention

- ❖ Gentle approach, personal, non-threatening, side on, eye level or lower.
- ❖ State the behaviour that was observed and which rule/expectation/routine it contravenes.
- ❖ Tell the learner what the consequences of their action is.
- ❖ Refer to previous good behaviour/learning as a model for the desired behaviour.
- ❖ Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

If the student responded appropriately to the action, **then the incident should be logged on BBMS by the class teacher.** If the student's behaviour did not change, then you should move to the next stage

Stage 2 - REFERRAL

The student, despite the issuing of the formal warning, did not amend their behaviour. As a result of this they had to be referred.

- The student should be informed that they are being referred, and issued with a white referral slip (or an email to the behaviour for learning team). It is the responsibility of the student to take themselves to the referral room.
- If a student has been referred, it is essential that teachers make every effort to ensure that the restorative meeting takes place before the next timetabled lesson to allow the student to return to their learning (see 6.4). The teacher must also ensure the referred student has been given a chance to catch up with the missed learning, either during the referred session or given to the student to complete during their scheduled after school detention.
- If a student is referred, the student will be issued an after school detention to allow the students complete and missed work and hold the restorative meeting. The detention will be coordinated by the BFL team.

The incident will be logged onto BBMS by the BFL team as a 'Stage 2' behavior intervention.

Stage 3 - Faculty Intervention for repeat referrals from the same subject

Over a short period of time, a student has been repeatedly referred from a lesson OR has repeatedly had a formal warning issued. There has been no sustained improvement in their behaviour..

The class teacher and the head of faculty will discuss the reason for the student's misbehaviour and make a judgement as to what changed approaches and strategies can be used with this student. Where appropriate, this will involve informing and consulting the child's parents, the relevant pastoral team and if appropriate learning support.

- The class teacher, guided by the head of faculty, should communicate with parents about the incident.
- The head of faculty may consider a period to 'restbite' and move the child to an alternative class for a short period a time.
- The behaviour of the student should be monitored using a faculty report.

Stage 4 - Pastoral Intervention (see flow chart, Appendix 3)

The student will enter stage 4 if despite the actions outlined in Stage 3 being taken, the behaviour has failed to improve. A student may enter this stage if there are regular referrals from different subject areas or different teachers. Having consulted with the pastoral team, a meeting with parents will be organised, with a follow up review meeting scheduled every two weeks.

The following are examples of action that might be taken:

- In consultation with learning support, undergo anxiety mapping to identify the causes for the behaviour. Create a bespoke learning plan with defined strategies to manage the student. Possibly creating a more tailored provision in this lesson, with perhaps, for example, some withdrawal to learning support or alternative provision.

- Asking for appropriate in class support through the BFL team. Such requests will be given a high priority.
- Moving a student to a different group
- Placing the student on a report book (starting with a Blue Book). *See section 9*
- A pastoral leaders assessing whether the behaviour of the student is similar in other curriculum areas, and considering a red book or an IBP
- Convene a restorative conference including, parents/ carers and student.

Inevitably the response will be very individual and fitted to the specific requirements of the situation. It is highly likely that these students will be manifesting these behaviours in several curriculum areas and will be a high priority for the relevant pastoral teams.

Green Card Incident (acts of extreme defiance, aggression or dangerous behaviour)

A student has exhibited extreme and perhaps violent aggression towards a student or teacher

- A student has sworn directly at a teacher
- A student has refused to comply with a teacher's request to leave the room

The On-Call member of staff will remove the student to the Referral Room. After the incident has been fully investigated the student may then be sent to the Reflection Room for an appropriate period of time.

6.4 Restoration

After a student has been referred, the BFL team will coordinate a restorative conversation to take place as soon as possible to allow the student to return to the following lesson. The student will have complete the Reflect and Restore framework sheet, which is a series of questions that encouraged them to reflect on what went wrong, the impact their behaviour had on others and the steps needed to avoid a repeat occurrence. The students self reflection can then be used during the restorative conversation.

Staff at will take responsibility for leading Reparation conversation, Middle Leaders will support when requested. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

This approach enables and encourages pupils to self – regulate their own behaviour and learning.

4 key principles

RESPECT: For everyone by listening to other opinions and valuing them

RESPONSIBILITY: Taking responsibility for your own actions

REPAIR: Developing the skills within the school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION: Working through a structured supportive process that aims to solve the problem

Restorative conversations at Bottisham Village College are a core part of repairing damage to trust between staff and learners. Depending on the response from the student on the 'Reflect and Restore' form the restorative conversation can be between the learner and the child, but on some occasions it will be chaired by a third person. The third person will either be a member of the BFL team or another colleague in school, for example head of faculty.

Our Restorative meetings are structured in 6 steps:

Script for holding a simple restorative conversation:

What happened?

What were you thinking/ feeling?

What do you think/ feel about it now?

Who has been affected and how?

What needs to happen to put things right?

What are you going to do differently next time?

Reaffirm your commitment to building a trusting relationship.

7. Dealing with very challenging behaviour

There are a number of reasons why a child may be displaying challenging behaviour, and it is important we try and understand why the child is behaving in a certain way. Children who have attachment difficulties, experienced neglect or trauma may interfere with the child's capacity to regulate emotions and reactions. Among other things, such affect dysregulation leads to problems with controlling anger and impulses, and maintaining attention and connection.

Less effective strategies focus on how to manage harmful or disruptive behaviour. More effective strategies focus on planning to manage the prosocial behaviour that the individual is capable of displaying, and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour.

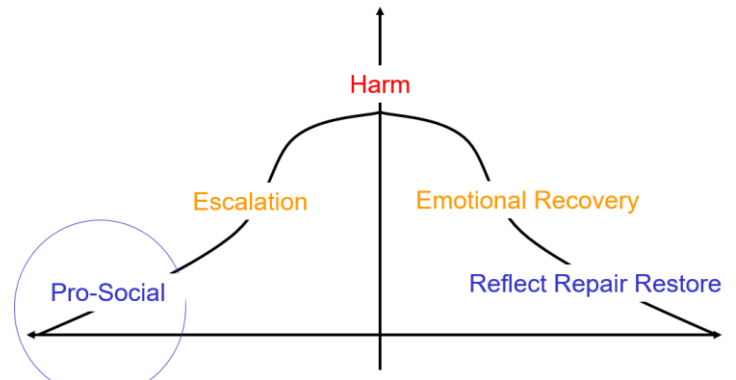
CATCH THEM GETTING IT RIGHT, reinforce the prosocial behaviors and use strategies to avoid behaviour escalating.

7.1 De-escalation

De-escalation script is an extremely effective tool as a planned response to high level verbally aggressive, confrontational or non-cooperative language.

It is designed to give a neutral yet supportive response at a time of high anxiety where staff may react with negative phrases, demands or threats driven by their anxiety or own emotional state.

It specifically avoids questions and judgements by using planned positive phrases.



The principles of de-escalation

1. Use the student's name
2. Acknowledge their right to their feelings
3. Tell them why you are there
4. Offer help
5. Offer a 'get out' (positive phrasing)

De-escalation script

1. Child's name
2. I can see something has happened
3. I am here to help
4. Talk and I will listen
5. Come with me and.....

The specific de-escalation script should be used like a 5 point menu. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

De-escalation script is designed to remove heat from a situation and create space and time.

Escalating body language

- Inside of an outstretched arm
- Too close
- Toe to toe, eye to eye
- Blocking the path
- Aggressive gestures
- Overbearing

De-escalating body language

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

7.2 Disempowerment

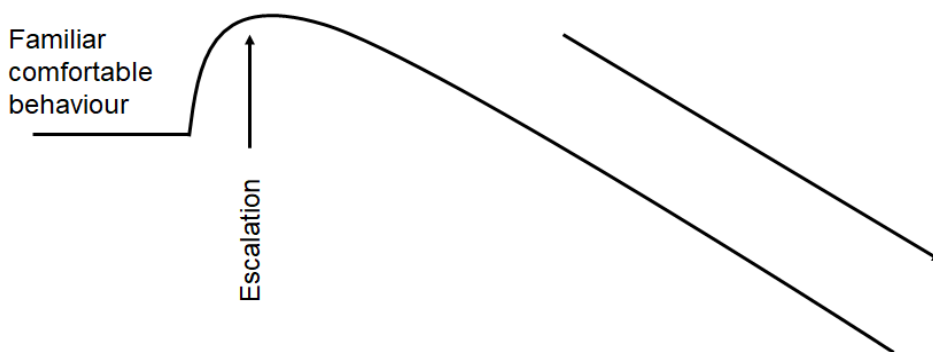
When disempowerment is used the student will attempt to reclaim the familiar comfortable response they gain from staff. When this is ineffective they will escalate the difficult behaviour to try and reclaim the comfortable familiar response.

If we know the student's internalised limit we can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult we can allow the student to ride the wave until they change direction to gain a familiar comfortable response for their pro-social behaviour.

At this point we can catch them getting it right and turn up the oxygen.

If the student's internalised limit is dangerous behaviour we must get ahead of the behaviour and use protective consequences to prevent the familiar behaviour, where disempowerment is not an option, as it would escalate to dangerous behaviour with harmful outcomes.

When we turn down the oxygen for disempowering we must turn up the oxygen for others who are role modelling prosocial behaviour.



8. Responding to serious incidents.

A serious incident is one which is outside the norm and which disrupts or endangers the smooth running of the school. If unchallenged by staff, the incident would be repeated and the safety and security of members of the school community would be compromised. The school would cease to be an orderly environment. In deciding on an appropriate response, staff will decide if the behaviour is difficult (disrupting the smooth running of the college) or dangerous (putting other students or staff at risk).

- ✓ acts designed to bully or intimidate;
- ✓ students becoming physical with each other;
- ✓ unsafe behaviour on the school bus;
- ✓ stealing;
- ✓ bringing illicit substances or items onto the school site;

When dealing with serious incidents our aims are to ensure that: **everyone is treated fairly.**

A member of CLT or a head of learning will deal with a serious incident.

If a serious incident has occurred then staff should:

8.1 Establish what happened

- Students should complete incident report logs which can be got from student support. These will be signed and dated by students.
- When statements are taken by staff from verbal reports by the students then these should be read back to the students. They should be asked if they are an accurate record and then they should be asked to sign them. Students who struggle with writing will have the necessary assistance.

8.2 Implement an appropriate response

The response to a serious incident should be discussed with the CLT line manager.

Precedence will inform what the sanction for a serious incident will be, but the one of the following sanctions will be applied to serious incidents:

- ✓ special Report;
- ✓ internal exclusions;
- ✓ after school detention;
- ✓ fixed term exclusion;
- ✓ permanent exclusion, in extremis.

8.3 Exclusions

The college in exceptional circumstances may decide that a fixed term exclusion is the most appropriate. The following are examples of incidents that would be followed by a fixed term exclusion:

- ✓ dealing in banned substances or items;
- ✓ bringing knives or other weapons to school;
- ✓ unprovoked physical attack on other students;
- ✓ aggression displayed towards members of staff;
- ✓ swearing at a member of staff;
- ✓ targeted behaviour designed to bully or intimidate.

Only the Principal or in the absence of the Principal the Deputy Principal may take a decision to exclude a child. Bottisham Village College uses the Cambridgeshire County Council Exclusion Guidance when making decisions regarding excluding a student. A copy of this can be found on the County Council Website.

<https://learntogether-live.storage.googleapis.com/upload/www.cambslearntogether.co.uk/school-improvement/send/2017%20-%20September%20-%20DRAFT%205%20%28FINAL%29.pdf?inline=true>

In line with government guidance on exclusions, judgements about what occurred in incidents and the role played by individuals in them should be on the balance of probabilities rather than beyond reasonable doubt.

9. Monitoring Books

A student will be placed on a monitoring book if there is evidence from BBMS or other sources that the student has been persistently and significantly disrupting the learning of other students and themselves across a range of curriculum areas, usually 3 or more. It is likely the student will have reached Stage 4 within the 'staged behavior approach'. (See Appendix 3 for a flow chart explaining the process through monitoring books.)

- When a student is placed on a monitoring book, three targets are agreed with the student. For students with SEND, learning support will be involved in agreeing and communicating these targets. Each lesson, a student will receive a score of 0, 1 or 2 for each of the agreed targets.
 - 0 - The student has failed to meet the target
 - 1 - The student has partly met the target
 - 2 - The student has fully met the target
- The monitoring book will be checked daily by a member of the BFL team.
- Parents / Carers are required to check and sign the book daily.
- The book will be reviewed every fortnight by a member of staff, involving the student, Head of Learning or Assistant Head of Learning.

Monitoring Stage	Support for Student	Responsibility and Monitoring Cycle
Blue Book	<ul style="list-style-type: none"> ● Agreed targets detailing the behaviours that need addressing. ● Immediate feedback from staff ● Daily report book checks ● Engagement of parents by checking the report daily. ● Involvement of Head of Learning or Assistant Head of Learning. ● Rewarded for evidencing improvements in the behaviour 	<p>Form Tutors / Pastoral Support Workers / Assistant Heads of Learning / Heads of Learning</p> <p>Review every 2 weeks</p> <p>Cycle Length: 4 Weeks</p>
Red Book	<p>Support as detailed above. In addition:</p> <ul style="list-style-type: none"> ● Anxiety Mapping and the development of a Learning Plan ● Learning needs assessment ● Learning Plan shared with staff ● Reasonable reductions made to students timetable for example, class changes or time in learning support. 	<p>Heads of Learning</p> <p>Review every 2 weeks</p> <p>Cycle Length: 4 Weeks</p>
IBP	<p>Support as detailed above. In addition:</p>	<p>Heads of Learning / CLT</p>

	<ul style="list-style-type: none"> ● Student allocated a key worker in school ● Family offered an EHA / Locality involvement ● Involvement of a member of CLT ● Formal Meeting with Parents / Carers ● If appropriate, the use of alternative provision within school 	<p>Review every 2 weeks</p> <p>Conference review every 4 weeks.</p> <p>Cycle Length: 6 Weeks</p>
PSP	<p>Support as detailed above. In addition:</p> <ul style="list-style-type: none"> ● Possible Reduction in the students timetable, with an IAEP in place ● Involvement of the local authority Education Inclusion Officer ● Support from external agencies ● Possible use of 'respite' provision or short term placement at another school. 	<p>CLT</p> <p>Review every 2 weeks</p> <p>Conference review, every 4 weeks.</p> <p>Cycle Length: 15 Weeks</p>

10. Rules, Procedures and Expectations

10.1 Confiscations

If a student is wearing inappropriate jewellery or has other inappropriate items in class then the teacher will ask for the items to be removed and or handed over. If this offence is repeated then the teacher should consider giving a personal detention and / or confiscating the item.

These will be placed in an envelope and taken to the student support office where they will be logged and kept until the end of the day. If it is the first time it has been confiscated then the student can collect it at the end of the day. Further confiscations will require parents to come in to the school to collect.

For further information about confiscations please refer to the full uniform policy and confiscations policy.

10.1 Lateness

To School:

Students who are late to registration without due reason should be marked as late on the register with the number of minutes late recorded on SIMS.

- Tutors, PSWs and HOLs will be responsible for tracking patterns of lateness and intervening where necessary.
- A student should only be asked to sign in if they arrive at form after the rest of the form has left.

To lessons:

Students who are late to lessons after the main body of the students have arrived should be challenged and seeking an assurance that there will not be a repetition. It might be that the student is given a

personal detention to make up the lost time and to account for the disruption the lateness caused. Students who are persistently late will be placed by Heads of Learning on to a time and attendance report.

10.2 Misbehaviour off site

The school has a right and a responsibility to discipline students who engage in misbehaviour off site when:

the student(s) in question was wearing school uniform; the behaviour of the student has negative implications for the orderly running of the school, and/or might pose a threat to another student or member of staff, including through the use of social media (e.g. bullying another student or insulting a member of the staff); the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school; The misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future;

The school has this right and responsibility in order to:

- maintain good order on transport, educational visits or other placements such as work experience or college course;
- secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;
- provide protection to individual staff from harmful conduct by students of the school when not on the school site.

10.3 Equipment

Students should come properly equipped for lessons. At the discretion of the teacher, a student may be supplied with the equipment that they need if it is felt that not doing so will compromise their learning or the learning of the class. Failure to bring equipment can cause disruption to learning as the teacher will be addressing this rather than supporting learning. Failure to bring equipment should be challenged, and will usually result in a personal detention and will be recorded on BBMS. Repeated failure to bring equipment will result in a further sanction.

10.4 Phones and Smart Devices

During school time, smart devices should not be used or seen outside lessons at any time.

When not in use, phones or other smart devices should be switched off and safely stowed in bags. This includes before the school day starts. A smart watch is defined as any watch capable of receiving

notifications of any sort. Because it is not possible to stow smart watches in bags, these devices must not be brought into school.

Students must never use phones at school to contact home, unless they have the permission of a member of school staff. This will always be given in response to a reasonable request.

Smart devices may be used on the bus; but videos, recordings and photographs of other students may not be made or taken.

For the purposes of this policy, school time is from 8 o'clock to 3.05.

In lessons, smart devices can only be used with the permission of the teacher and only to enhance learning.

Permission is by no means automatic, and will only be given for specific, time limited tasks that are to do with the curriculum.

If a student is found to be using a smart device without permission, the device will be confiscated and stored securely in students support. Student support will log the incident. The student will be able to collect the phone at the end of the school day. If the student has previously had their phone confiscated, the student will not have their phone back until their parents/carers have collected the phone from school.

Students use of mobile phones should be strictly controlled and monitored. It is less likely students phones contain the same internet filters and controls as the College network. Students should not be sent to use their phone, unless a member of staff is able to monitor the use.

In lessons, students must never photograph, video or record each other without the permission of the teacher

Students must never photograph, video or record members of staff without their permission

In lessons, students must never access the internet or take a photograph or record a video without the permission of the teacher

In lessons or in school, smart devices may not be used for recreational purposes

Our policy is that the learning of no student will be disadvantaged by their not having a smart phone or device; a student will never be required to use their device during a lesson.

Students using their smart devices in lessons do so at their own risk

10.5 Reporting of discriminatory incidents or remarks.

Bottisham Village College is a diverse community that celebrates difference and encourages individuality. Everyone has a right to be proud of themselves and their identity; this runs alongside a pride in the strength and success of the community.

Any acts or statements that infringe this central principle (and, where appropriate, students' responses to the incident) should be reported on the online PRIDE form. This can be found by following the link below.

A link is also available on the intranet.

<https://goo.gl/forms/IVcA0CuAfrGlzaLT2>

10.6 Uniform

Form tutors should check uniform discretely and regularly. Class teachers should respond to infractions that they see in their lessons. A student not wearing the correct uniform should be challenged. If they have a note then they should be asked to ensure that the matter is put right as quickly as possible.

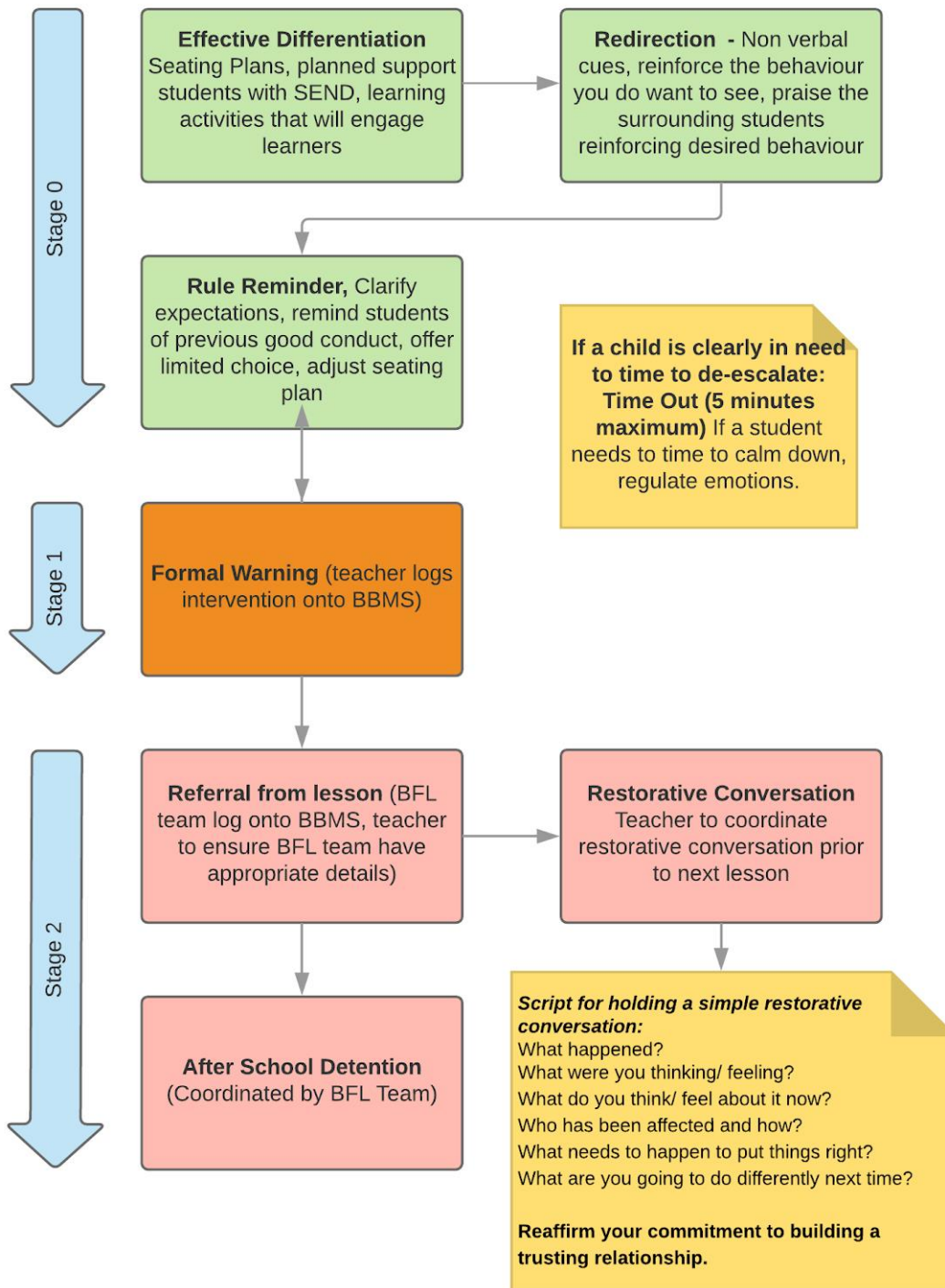
If they do not have a note then the student should be placed in a lunchtime special report detention if the offence is unambiguous. If it involves for example the wearing of jeans or a short skirt or an extreme hairstyle then the matter should be referred to the Head of Learning in the first instance.

People wishing to place a student in a special report detention should e mail reception.

Appendix 1 Detentions

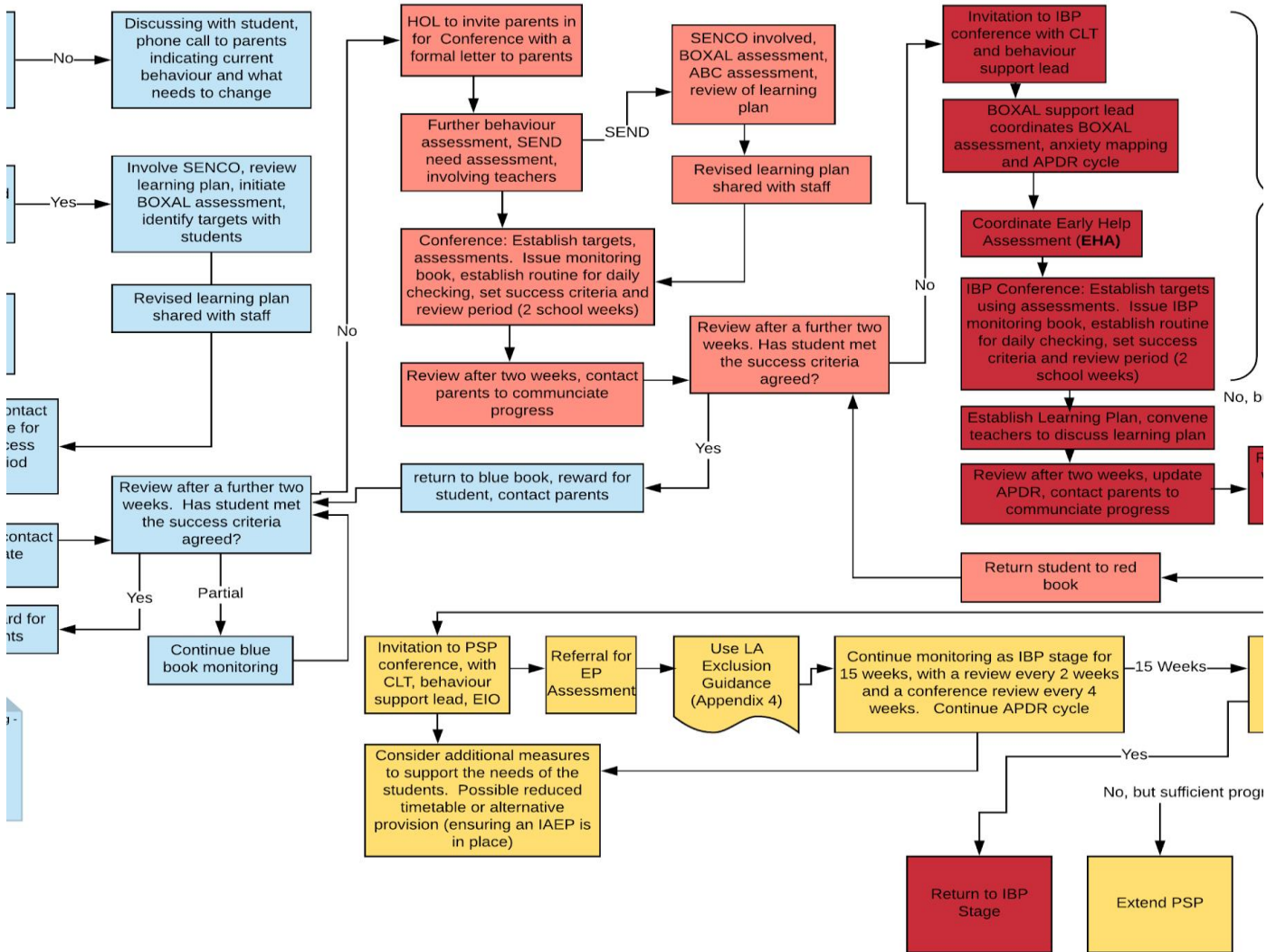
<p>Personal detention</p>	<p>This is the most common form of detention. Non completion of homework, persistent failure to bring the correct equipment are examples of infractions that might lead to personal detention.</p> <p>A personal detention usually consists of a student being asked to come to a classroom at break or lunchtime, and will usually last 10 to 15 minutes.</p>
<p>A faculty detention</p>	<p>If a personal detention has failed to modify behaviour, or a student has not turned up to a personal detention, then they should be given a faculty detention.</p> <p>Communication with home should accompany the giving of a faculty detention, so that home is aware that their child has received this sanction.</p> <p>Faculty detentions will take place at a break or lunchtime.</p>
<p>School Lunchtime detention L1 13.25-13.45 daily</p>	<p>Staff can use the school lunch time detention if students are found to be falling short of the college expectations outside lesson times. Example include:</p> <ul style="list-style-type: none"> - Chewing gum - Being in an area marked as ‘out of bounds for students’ - Lateness for lesson or form time <p>Staff can allocate the detention by contact the student support team who will make the arrangements.</p>
<p>Special Report L1 13.25-13.45 daily</p>	<p>Only a head of learning, a head of faculty or a CLT line manager can put a student into Special Report detention, which is held at lunchtime in L1, and is supervised by a member of the College Leadership team</p> <p>Some examples for special report are as follows: Students who persistently forget their PE kit, or those students who unambiguously are not wearing the correct uniform, or those students who are late twice in a week without due reason.</p>
<p>After School Detention</p>	<p>If a student is referred they will receive an after school detention to allow the restorative meeting to take place and for the student to complete any work they have missed as a result of the referral. The College admin team will coordinate these detentions and the detention will run in the reflection room</p> <p>Parents will be given at least 24 hours notice to ensure they are able to collect their child.</p> <p>In exceptional circumstances, the College may run two full lunchtime detentions instead of the an after school detention.</p>

Appendix 2 (Stage 0 - 2)



Appendix 3 (Blue Books to PSPs)

Discuss behaviour using BBMS, or summary emails.



Bottisham Village College

COVID-19 Behaviour Policy Addendum

The following policy addendum has been designed with reference to the Department for Education guidance document found here:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schoolsfrom-1-june/planning-guide-for-secondary-schools>

Section 1 Rationale

‘Build back better’- our response to ensuring our community work together to support learning but also ensures we minimise risk for every community member.

The following principles have been developed from evidence based research and is underpinned by our village college ethos and values. We have used these principles to inform our re-opening strategy including how we intend to support students and manage their behaviour. However, the challenges involved with welcoming back a large community whilst minimising risk to each other and themselves through a pandemic requires a high level of expectation from every one of us.

A sense of connectivity and belonging for all: A relationship driven approach with students, staff, parents and the wider community

The relationship driven approach will be further developed and enhanced by focusing on the strengths of form tutors, house groups and peer relationships. The principles of the wider community are already rooted in the ethos of the village college. Working together, we will build and enhance relationships with parents, families, and local enterprises to promote a strengths based approach to a student’s educational experiences.

The centrality of mental health and wellbeing to academic and personal success.

A balance of authentic care and support, appropriate challenge and universal access to learning and emotional support.

Section 1 Rationale

Given the current situation with regards to Coronavirus, it is essential that the College's behaviour policy reflects the need for increased safety, vigilance and hygiene in the community. We are conscious of the shared challenges following the lengthy school closure, and as such are committed to ensuring that all of our students and staff return to a safe and secure environment, in which they can continue learning and developing. In revising our policy we have worked on the following principles:

- Hygiene is paramount. We must ensure that we reduce possible risks of virus transmission. This has been the first priority in all planning for a phased return.
- There are new, additional risks which we must plan for as a community.
- Consistency provides safety and security for students. These expectations will be communicated with kindness to students.
- There will be gaps in knowledge on behalf of the students, we must ensure excellent behaviour is in place, in order for these gaps to be filled.
- The new, and unique, expectations for behaviour must be communicated to both students and parents. We will explain to students what we expect, and then hold students to account for their actions.

The below addendum will be split into three parts; safety (the measures which we are taking to ensure the safety of the whole community), expectations of conduct and expectations of remote learning.

Section 2 Safety

Bottisham Village College has a number of routines in place already which can be strengthened and adapted to further enhance student safety whilst on site. Our students are used to routines, and engaging in the school day, and as such are well placed to engage with the additional routine and structure we will put in place to ensure theirs, and the staff's safety.

We recognise as a school that returning after such a long time at home presents a unique and challenging set of circumstances. We accept that students will take time to settle in and establish themselves in a routine and that it will feel strange for them to be back in school and in classrooms with their friends. Some students may feel anxious or nervous about their return to school and so extra pastoral care and support will be available on request.

There will be some additions and amendments to school rules for students to follow. These have been made to ensure the safety of students and staff and should be taken very seriously.

2.1 Safety Measures

We will implement the following on site in order to ensure students and staff safety:

- Socially distancing with staff and students from a different year group bubble. Students will wear coloured lanyards to indicate their year group bubble. Students will be asked to ensure social distancing of 2 meters (if possible) is maintained between other students from different year group bubbles, visitors and staff.
- Students will be required to sit in year group bubbles on the school bus.
- Students will be required to wear a face covering while on the school bus or public bus.
- Students will be allocated social space zones. They are to ensure they move to these zones during social times.
- Students will be asked to either wash or sanitise their hands at several points during the day, including before school starts after arriving off the bus and at the start of lessons.
- Students will be required to enter and exit the school using their assigned entrance.
- Students will be required to use the one way system and outdoor routes to avoid crowding with corridors.

Section 3 Expectations of Conduct

3.1 Hygienic Behaviour

We will explain to the students what hygienic behaviour is, and then expect the following from them.

- Not to come to school if they display any symptoms of Coronavirus, following the latest guidance from the Government and ensuring that when safe, they access a test for Coronavirus.
- To come to school with tissues and where possible hand sanitiser.
- If they use a face mask for the public bus, carry a small plastic bag to carry it during the school day.
- To put used tissues in their pockets until they pass a bin.
- To wash hands, for at least twenty seconds, at regular, timetabled intervals. Or use alcohol based sanitiser for the same time period.
- To follow good coughing etiquette, coughing into their elbow if coughing is necessary.

Any deliberate non hygienic behaviour will be treated with the utmost severity. Unhygienic behaviour may include, but is not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor.
- Purposefully going against social distancing guidelines.
- Chewing gum.
- Deliberately touching other people's belongings.
- Any act which may increase the chances of transmission of the virus.

Any behaviour which may increase the likelihood of virus transmission, may result in students being sent home and excluded. Any instances of behaviour identified as deliberate unhygienic behaviour will be logged on a central record in the same way as incidences of bullying. As with all actions the college will make decisions based on the balance of probability. Please see the College behaviour policy for an extensive explanation of this.

3.2 Uniform and Equipment

As of the 2nd September students attending school will have to attend in full school uniform. All students must come with their full equipment, equipment can not be lent to students by the college or other students. Students must bring a full water bottle, they will not be able to fill up their water bottle on site due to the risk of transmission.

Section 4 Remote Learning

Whilst the college will implement the above measures to ensure students can learn safely in school, it is important to recognise that some students may need to learn from home if they are required to self-isolate or if they are required to shield. In the event of another lockdown, it may be necessary for students to return to online learning.

As such we have outlined our expectations as the following:

All students working remotely will:

- Engage with the resources prepared for them by the college. This will involve the same level of effort as is expected of them in school and complete the work by the deadline set by teachers.
- Ask questions of their tutor during pastoral calls, or of their teachers via email when stuck.

- Be contactable during required times – although take into account that students may not always be in front of a device the entire time
- Use proper online conduct, such as using appropriate language in messages