



BOTTISHAM VILLAGE COLLEGE

BEHAVIOUR POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2022
THIS POLICY WILL BE REVIEWED:	AUTUMN 2024
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DEPUTY PRINCIPAL(EC)

1. Policy Statement

Managing behaviour is not something separate; it is a fundamental part of our responsibility to students.

Our vision is that our behaviour systems and ethos will make students thoughtful, compassionate and responsible.

We value a relationship driven approach and understanding student behaviour.

We are restorative and responsive; we want students to be successful not through fear of punishment, but by inspiring them to regulate their own behaviour.

2. Aim of the policy

To work in unison with our curriculum intent to create a community of thoughtful, compassionate and responsible adults and students

3. Purpose of the policy

To work in unison with other areas of the college in order to achieve our curriculum intent.

4. Pro-social behaviour

Definition: Thoughtful, compassionate, responsible behaviour intended to benefit others, either directly or through self regulation

Students demonstrating pro-social behaviour will:

- Care authentically for self and others
- Interact positively with all students and adults
- Prioritise younger students
- Socialise thoughtfully, compassionately and responsibly
- Never be a bystander to bullying
- Think hard
- Embrace challenge
- Make the learning stick
- Engage with teacher feedback
- Own the learning journey
- Engage with learning promptly
- Be punctual
- Be in the correct uniform
- Move around the school in a calm, orderly fashion
- Hold doors open for others
- Dispose of litter responsibly

Managing Behaviour

5. Supporting all learners by creating consistent cultures of excellent behaviour management

5.1 All Staff

- **Modelling relentless positivity and emotional control** even in the face of adversity and confrontation
- **Modelling positive behaviour** in everything we do
- **Routines** for behaviour in classrooms and around school
- **Language** that follows scripts
- **Consequences** that are defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Follow up** that ensures certainty at the classroom and whole school level.
- **Positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating pro-social behaviour.

5.2 - Teaching staff

1. Plan lessons that engage, challenge and meet the needs of all learners.
2. Meet and greet students at the door of the classroom, ensuring presence is visible in the corridor, creating an environment of respect and positivity.
3. Use consistent language for positive behaviour, following scripts detailed in this document
4. Be calm and give 'take up time' if using the stages system. Aim to prevent rather than react.
5. Follow up every time - take responsibility for behaviour interventions, seeking support when needed but never delegating
6. Follow the stages system when managing in-class behaviour
7. Follow individual student plans if appropriate when managing behaviour
8. Unless as a student specific plan to de-escalate or disempower, never ignore learners who are behaving badly

5.3 - Heads of Faculty and Heads of Learning

1. Be a visible presence to encourage appropriate conduct
2. Where appropriate, support staff by sitting in on restorative conversations, but ensure the teacher is leading the conversation
3. Regularly celebrate staff and learners who demonstrate pro-social behaviour
4. Identify and target staff behaviour training needs
5. Regularly share good practice within their teams
6. Engage with behaviour monitoring for their area of responsibility to target and assess interventions and reflect on current practice
7. Ensure that all practice helps students to become adults who are thoughtful, compassionate and responsible.
8. Delegate any of the above responsibilities to other members of their team as appropriate

5.4 - College Leadership Team

Senior leaders should not deal with behaviour referrals in isolation, but rather stand alongside colleagues to support, guide, and model a consistent approach

1. Meet and greet learners at the beginning of the day
2. Be a consistent visible presence to encourage appropriate conduct, particularly at times of mass-movement
3. Regularly celebrate staff and learners who demonstrate pro-social behaviour
4. Regularly share good practice within their teams
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 to ensure we meet our curriculum intent
7. Regularly review provision for learners who fall beyond the range of written policies
8. Embody ambition, aspiration and high expectations for every member of the community
9. Demonstrate through actions and words the belief that progress is not only possible but expected

6 - Managing behaviour in Classrooms

6.1 Difficult Anti-Social Behaviour

Definition: any behaviour that impacts on the ability of other students in the class to access the lesson, or distracts in any way from the teacher being able to deliver the lesson, without placing any students or staff in physical danger

This includes, but is not limited to

- Shouting out
- Talking to other students without permission
- Getting out of seat without permission
- Rudeness directed towards students or staff
- Making sounds or noises that could distract other students or staff
- Throwing things that would not result in physical harm
- Failure to be ready to learn - not removing coats, bags
- Externalising a failure to engage in the lesson
- Willingly or consistently distracted by events outside of the lesson

6.2 - Response to difficult anti-social behaviour

Difficult anti-social behaviour must be dealt with in a way that will not further disrupt the lesson or deteriorate the relationship with the student or class.

1. Use positive phrases that will disempower the behaviour. (See below).
2. Offer choice. Inform the student that behaviour is disruptive and follow this with a choice (See below)
3. Conversations about behaviour should be with the individuals concerned and not the whole class.
4. Regulate your own emotions. Target the behaviour and not the child and focus on returning the student to pro-social behaviour

5. Never get into an argument.
6. Poor behaviour must always be followed up in line with the behaviour policy or a student's individual plan

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 ● Stop talking over me ● 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.' 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?'

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
- 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 must use the staged response to create consistent cultures of excellent behaviour and to manage any difficult anti-social behaviour. They must follow the Inclusive Classroom guidance to make reasonable adjustments when managing SEND behaviour.

At all times, Learning plans for SEND students and Inclusion plans must be used to cater for the needs of those students who would otherwise be unable to meet expectations. These override the behaviour policy.

Stage 0 - Use of craft skills

- Use of body language and gesture to convey your expectations;

- Use of positive phrasing to emphasise pro-social expectations “Put your 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 pro-social behaviour expectations 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

- 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 pro-social behaviour
- Learner is given a final opportunity to demonstrate pro-social behaviour
- 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.

Should a student fail to alter this behaviour at this point, they should privately be given an unambiguous verbal warning :

“Your behaviour X is not meeting our expectations. We expect you to do Y. If you do this your lesson will continue as normal. If you fail to do Y, I will have to give you a formal warning. You are in control, it is your choice”

Stage 1 - Formal Warning

If, despite the deployment of craft skills, the use of a learning plan if relevant, and an unambiguous verbal warning, a student continues to demonstrate anti-social behaviour they should be given a formal warning:

“You have chosen not to meet expectation Y, even after a reminder, and consequently I have to give you a Formal Warning. We expect you to do Y, and if you choose to do so your lesson will continue as normal. If you choose not to meet expectation Y, you will be referred. You are in control, it is your choice”

The formal warning should be recorded. If the student responds appropriately then no further action is needed.

Stage 2 - Referral

If, despite the issuing of the formal warning, a student continues to demonstrate anti-social behaviour, they should be referred:

“You have chosen not to meet expectation Y, even after a reminder and a Formal Warning. Consequently I have to refer you, please go to the Referral Room.”

It is the responsibility of the student to take themselves to the Referral Room.

When a student is referred they will be automatically issued with lunchtime detention.

The teacher must inform the Inclusion team that the referral has taken place by logging it on ClassCharts straight away. They do not need to record details of the incident immediately, but this must be done by 4pm on the day of the referral. Parents are able to read the details of a referral, so the teacher must ensure they are professional in tone and clearly describe the progression through the stages system.

After a referral, teachers must initiate a restorative conversation with the student. They must make every effort to ensure this happens before the next timetabled lesson. If appropriate, this could be a thirty second conversation in a corridor, however a teacher may decide they want it to be more formal.

Teaching staff must take responsibility for leading the restorative conversation; middle leaders will support when requested, but the teacher should conduct the meeting. The teacher must use the following script:

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.

The restorative conversation does not require the student to apologise or admit that they were wrong. Rather it should enable both parties to reflect and avoid a repeat of the incident.

Stage 3 - Faculty intervention

If, after repeated formal warnings or referrals, a student has not demonstrated a sustained improvement in behaviour, the teacher and Head of Faculty must discuss the situation.

The HoF must ensure that the behaviour policy and any student plans are being followed.

If so, the class teacher and the HoF should discuss potential reasons for the student's misbehaviour and strategies that could be adopted.

The class teacher must consult with the child's parents or carers, and if appropriate seek advice from the Head of Learning, Inclusion team or Learning Support.

The HoF may consider a period of respite and move the child to an alternative class, but this should be for a clearly defined short period of time, with the aim always being to reintegrate the student into their original class.

Stage 4 - Inclusion team intervention

Regular instances of anti-social behaviour across different curriculum areas will be identified through monitoring by the Inclusion team. If appropriate, they will use the Steps Analysis and Planning toolkit to create a plan for an individual student to offer enhanced provision with the aim of addressing the behaviour needs of the students, including SEND students.

Green Card Incident - extremely disruptive or dangerous anti-social behaviour

Definition: Extremely disruptive anti-social behaviour makes it impossible for other learners to access a lesson or for the teacher to deliver it. Dangerous anti-social behaviour places students and/or adults at immediate risk of physical harm.

Extremely disruptive anti-social behaviour includes but is not limited to

- Swearing directly at a teacher
- Abusive language towards staff or other students
- Refusing to comply with a teacher's request to leave the room
- Physical behaviour that, although not posing immediate risk of physical harm, severely disrupts the lesson; throwing of large objects, play-fighting or pushing/shoving, throwing of small objects at staff or students
- Loudly and continuously disturbing a lesson to the extent that the lesson cannot continue

Dangerous anti-social behaviour includes but is not limited to

- Physically attacking an adult
- Physically attacking or fighting with another student
- Throwing large objects at staff or students

If a student demonstrates extremely disruptive or dangerous anti-social behaviour they should be issued with a Green Card. The teacher must immediately inform On Call. Should the student leave the lesson of their own accord they should be directed to the Referral Room. Should the student refuse to leave the lesson, On Call will remove the student.

The teacher must inform the BFL team that the Green Card has taken place. They do not need to record details of the incident immediately, but this must be done by 4pm on the day of the Green Card. Parents are able to read the details of a Green Card, so the teacher must ensure they are professional in tone and clearly describe the incident.

When a student receives a Green Card, the incident will be triaged in the Referral Room. Inclusion staff and HOLs/CLT will make a decision on the appropriate consequence.

7 - Managing extremely disruptive and dangerous anti-social behaviour

7.1 - De-escalation

If a student is in a state of high anxiety, staff should aim to de-escalate the situation.

Although they may be under extreme stress and experiencing a strong emotional response themselves, staff must be aware that their behaviour will directly affect a student's ability to de-escalate.

Staff should avoid negative phrases, demands or threats, and instead use planned responses, scripts and body language.

Principles of de-escalation

- Use the student's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)

De-escalation script

- **Child's name**
- **I can see that something has happened**
- **I am here to help**
- **Talk and I will listen**
- **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.

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 - Dangerous anti-social behaviour - physical intervention and restraint

Definition: Dangerous anti-social behaviour places students and/or adults at immediate risk of physical harm.

If a student is displaying dangerous anti-social behaviour (fighting, attacking students or staff, placing themselves at extreme risk of harm) and de-escalation has not worked, the safety of students and staff must take priority.

Staff may, if they feel comfortable and if it is safe, physically intervene by placing themselves near the students or students in question. They do not need to physically touch the student, and this proximity may succeed in diffusing the dangerous behavior. Should this be successful, staff should then follow the de-escalation policy.

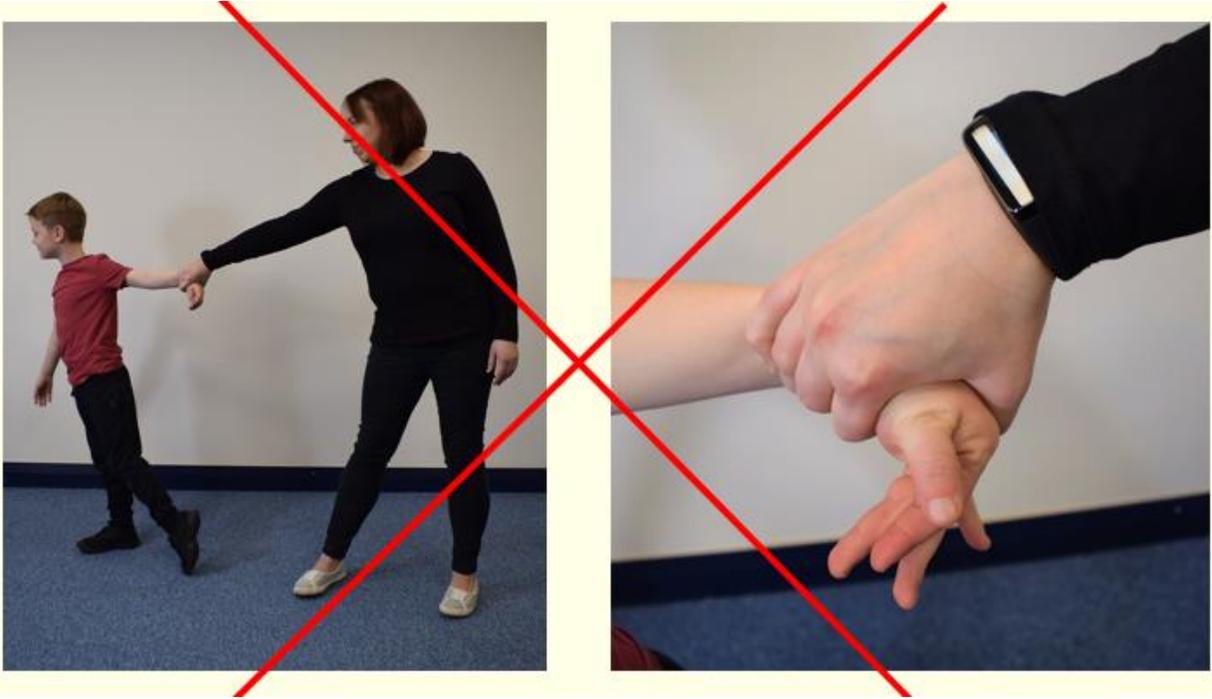
Should this not work, if they feel comfortable and feel they can do it safely, staff may physically move or restrain a student.

Staff should be certain to ensure that any physical touch:

- Does not have a negative impact on the process of breathing
- Does not cause pain
- Does not lead to a sense of violation

The following photographs show techniques that should not be used





Any physical contact with a student demonstrating dangerous anti-social behaviour should, where at all possible, use an 'open mitten'

- Fingers together
- Thumbs away from fingers
- Palms parallel to floor



At the earliest possible safe opportunity, and as soon as the dangerous anti-social behaviour stops, restraint should be stopped. At this point, the de-escalation policy should be followed.

Staff are not expected to conduct physical intervention or restraint if they do not feel comfortable doing so.

8 - Responding to extremely difficult or dangerous anti-social behaviour

Definition: In lessons, extremely disruptive anti-social behaviour makes it impossible for other learners to access the lesson or for the teacher to deliver it. Outside of lessons, extremely disruptive anti-social behaviour has a significant impact on the smooth running of the college. Dangerous anti-social behaviour places students and/or adults at immediate risk of physical harm.

This includes but is not limited to the behaviours listed in 6.3 - Green Card incidents and the following:

- Acts designed to bully or intimidate
- Unsafe behaviour on the school bus
- Stealing
- Bringing illicit substances or items onto the school site
- Truancy

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

If extremely difficult or dangerous anti-social behaviour occurs, staff responsible must:

Establish what happened

- Students should complete an incident report.
- Verbal reports given by students must be read back to them to ensure they are accurate, and then signed by the student

Implement an appropriate response

Once incident reports have been gathered, HoLs and CLT line managers should discuss a consequence. This could include but is not limited to:

- Lunchtime detention
- Internal exclusions
- Fixed term exclusion
- Permanent exclusion, in extremis

8.1 - Exclusions

In exceptional circumstances the Principal may decide that a fixed term exclusion is an appropriate consequence for extremely difficult or dangerous anti-social behaviour. The following are examples of incidents that would be followed by a fixed term exclusion:

- Dealing in banned substances or items

- Bringing weapons to school
- Unprovoked physical attack on other students
- Aggression displayed towards members 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.

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

9 - Monitoring Books

In the majority of cases, a student will be placed on a monitoring book after persistently demonstrating anti-social behaviour across a range of curriculum areas.

A monitoring book is evidence of enhanced provision offered to a student and not a sanction. It represents a package intended to address behaviour concerns and not simply a method of recording them.

Students must have bespoke provision in place if they are placed on a monitoring book.

Should a monitoring book fail, a student may only be progressed to a further monitoring book if clear evidence of pre-existing behaviour provision has been recorded and can be demonstrated.

For each lesson, a student will receive either a pass or fail against their agreed targets.

Monitoring Stage	Minimum provision required	Responsibility and Monitoring Cycle
Blue Book	<ul style="list-style-type: none"> ● Agreed targets describing pro-social behaviour ● Immediate feedback from staff ● Daily report book checks ● Engagement of parents by checking the report daily. ● Meeting with HOL or delegate 	<p>Heads of Learning (may delegate to form tutor, assistant head of learning)</p> <p>Initial face to face meeting with student</p> <p>Review face to face meeting with student after 2 weeks</p> <p>Final face to face meeting with</p>

		student Cycle Length: 4 Weeks
Red Book	Support as detailed above, plus <ul style="list-style-type: none"> • Discussion at Inclusion team monitoring meeting, leading to bespoke provision • Meeting between HOL and parents 	Heads of Learning Initial face to face meeting with student and parents Final face to face meeting with student and parents Cycle Length: 4 Weeks
IBP	Support as detailed above. In addition: <ul style="list-style-type: none"> • Steps Analysis and Planning toolkit completed by Inclusion team, leading to enhanced bespoke provision • Family offered an EHA/Locality involvement • Meeting between CLT, HOL and parents 	Heads of Learning / CLT Initial face to face meeting with student and parents Review face to face meeting with student and parents after 3 weeks Final face to face meeting with student and parents Cycle Length: 6 Weeks
PSP	Support as detailed above. In addition: <ul style="list-style-type: none"> • Review of IBP provision carried out by Inclusion team, leading to adjusted enhanced provision • Local authority PSP paperwork completed by Inclusion team • Investigate possibility of IAEP • Involve of the local authority Education Inclusion Officer • Investigate possibility of respite at another school. 	CLT Initial face to face meeting with student and parents Review face to face meeting with student and parents every 2 weeks Final face to face meeting with student and parents Cycle Length: 15 Weeks

10 - Rules, Procedures and Expectations

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.

Should a student arrive at school after registration has finished, they should be registered in their period 1 lesson.

To lessons:

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

If appropriate and without disturbing the lesson, students who are late to lessons should be challenged. This can happen at any point during the lesson.

If a student is late to a lesson twice within one academic week, they will be issued a lunchtime detention.

10.2 - Truancy

Definition: Truancy is the deliberate non-attendance of a school session without good reason. Students who are deliberately late for lessons or leave lessons without permission will be classed as truant.

If a student is found to be truant from a lesson, they shall be issued a lunchtime detention the following day.

Persistent truancy may lead to further, escalated consequences.

10.3 - Misbehaviour off site

The school has the right and responsibility to address anti-social behaviour occurring off the school site if:

- The student(s) in question is wearing school uniform
- The behaviour has negative implications for the orderly running of the school
- The behaviour poses a threat to another student or member of staff, including through the use of social media
- The behaviour was on the way to or from school or in close proximity to the school
- The behaviour occurred whilst the student was representing the school in any capacity

10.4- Phones and Smart Devices

During the school day, students' mobile phones should be switched off and in their school bags.

Students must not 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.

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

In lessons, phones may be used with the permission of the teacher and only to enhance learning.

In lessons, students must never photograph, video or record any member of our school community without the permission of the teacher and the person being recorded.

If a student is found to be using a phone without permission, the device will be confiscated and stored securely at Student Support, who 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, parents/carers will be required to collect it.

No student will be disadvantaged by not having a phone; a student will never be required to use their phone during a lesson.

Students bringing any smart device to school 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 and this runs alongside a pride in the strength and success of the community.

Any acts or statements that infringe this central principle should be reported on the [PRIDE form](#)

10.6- Uniform

Form tutors must check uniform and jewellery during morning registration

Staff must issue an S1 detention if a student has failed to adhere to the uniform and jewellery policy, as well as asking the student to address the issue if possible (removing jewellery for example).

Staff should refer any major issues (jeans, tracksuits, extreme hairstyles etc) to the Inclusion team through On Call.

Appendix - Detentions

S1 detention 13.25-13.40	Can be issued for incidents including, but not limited to <ul style="list-style-type: none">● Failing to adhere to uniform or jewellery policy● Littering● Being out of bounds
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	<ul style="list-style-type: none"> • Chewing gum • Anti-social behaviour at social times
<p>Full break and/or lunch detention</p> <p>11:00 to 11:20</p> <p>13:25 to 14:00</p>	<p>Can be issued for incidents including, but not limited to</p> <ul style="list-style-type: none"> • Disruptive anti-social behaviour at social times • As a preventative consequence • In lieu of an after-school detention <p>Students will be given the opportunity to purchase food</p>
<p>S3 Detention</p> <p>1325-1350</p>	<p>Can be issued for incidents including, but not limited to</p> <ul style="list-style-type: none"> • Stage 2 Referral • Truancy