

BEHAVIOUR POLICY

Date of Policy	October 2018
Approved by Principal	October 2018
Next Review Date	August 2019
Lead for Review	Vice Principal

Policy and Document Links

College Code of Conduct	Student Handbook
Drugs and Alcohol	Student Handbook
Bullying See also Anti Bullying Policy and Charter Policy on Physical Restraint Screening, search and confiscation Policy Safeguarding Policy – malicious allegations against staff	Student Handbook CATS Policies CATS Policies CATS Policies CATS Policies
Gross Misconduct and Dismissal	Student Handbook
Concerns and Complaints	Student Handbook
Guide to the disciplinary process Who Does What in College	See Below
Classroom practice	Support ideas for the classroom from Staff Handbook
Student Contracts	College and student contract of achievement
Exclusion Procedures	There is a document on the procedures and risk assessments which is available and used by the Welfare team
<p>This policy takes account of: Every Child Matters. DfES 2004 Keeping Children Safe in Education 2018 Removing Barriers to Achievement DfES 2004 . National Minimum Boarding Standards 2015 Advice from the Secretary of State Preventing and Tackling Bullying (2014), NMS (2012) and ISSRs (2015).</p> <p>Behaviour and discipline in schools - GOV.UK January 2016 Guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-a_guide_for_headteachers_and_school_staff.pdf</p>	

Introduction

High standards of motivation and behaviour are central to the College's primary objective in aiming for excellence in all aspects of College life. The aim of the behaviour policy is to ensure that all students, as well as staff and parents / carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie. The Behaviour Policy recognises that students' behaviour is influenced both by rewards and sanctions. The system underpinning this policy will be firmly, fairly and consistently applied.

Purpose

Overall, the policy will:

- Foster the ideals of hard work and individual standards of excellence.
- Promote self-discipline, respect for self and others, and a sense of responsibility towards the College and the community at large.
- Foster independence of thought and deeds within the boundaries set by the College.
- Ensure the health and safety of all members of the College community.
- Be sensitive to the needs of differing ethnic and cultural groups.
- Encourage students to be ambassadors for the College.
- Enhance a student's trust, respect and loyalty to the College.

In order to maintain the high standards of behaviour, the College will have a zero-tolerance approach to bullying or harassment and will rigorously pursue equality for all on grounds of race, religion, gender, ability and any other differences.

Guidelines

All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people at all times. All students are therefore expected to:

- Follow the Student Contract which they will all be expected to sign.
- Attend all lessons and be punctual.
- Be fully supportive and make a positive contribution in all lessons.
- Abide by all College rules
- Attend regular meetings with their Senior Tutor and strive to develop a positive relationship with them.
- Work with complete dedication towards the targets in their Individual Learning Plan.
- Inform their Senior Tutor or another member of the College if they need help.
- Show respect and consideration towards staff and visitors at all times.
- Respect and show consideration towards other students and their property.
- Behave in a manner which ensures the safety and welfare of all members of the College community.
- Respect the College buildings, equipment and grounds.

High standards of behaviour and excellence will be recognised by all staff and Senior Staff, whereas breaches of the Behaviour Policy will be dealt with by the College Five Stage disciplinary Process.

Rewards

Rewards can be far more effective than sanctions in creating a happy and successful College.

The College will promote positive behaviour by means of frequent and recurring reinforcement. Students who distinguish themselves through their approach to work; conduct in or out of class; contribution to the life of the College or wider community; exceptional progress or development; sporting, musical, artistic or other achievement; showing initiative or taking responsibility can expect to be praised and their accomplishments recognised by their subject tutors, personal tutor, senior college staff, house parents or other relevant member of staff.

Such acknowledgement might be in the form of verbal feedback; written comment; academic reports; Shackleton event; and may take place during a College Assembly or other public function. All members of staff will be encouraged to identify and bring to the attention of others in the college any instance of praiseworthy effort.

It is the ethos of CATS College to do its utmost to develop each student's sense of self-worth and a desire to contribute positively.

Points will be awarded for 'Thank You', 'Well Done' cards along with 'speak English and Healthy Living cards', Principal, Vice Principal and other Certificates to celebrate with individuals at assemblies. Points from these cards and certificates also go towards the House totals of points for collective rewards and an ongoing tally is kept for all students to see their House totals on the intranet and celebrated at assemblies. It is important to celebrate both collective and individual success as we celebrate a positive ethos at the college.

In order to achieve consistency in applying the Behaviour Policy all staff will:

- Adhere to the student and staff Contracts of Achievement.
- Ensure all students follow the Contracts of Achievement.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- Maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards.
- Refer to the College anti bullying policy.
- Support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK.

Discipline

The college has a Discipline ladder in order to discipline students for different behaviors and breaking of rules and expectations

Stage Warning	Actions and sanctions	Examples of behaviours associated to the warning
Stage 0	<p>Discussion with student – action plan improvement in attendance / behaviour</p> <p>Consider Supervised extra study/ homework/place on report/gating/detention</p>	<p>Persistent lack of attention in Class- not a one off incident</p> <p>Failure to complete homework and one chance being given</p> <p>Rudeness or disrespectful behaviour in class or House</p> <p>Leaving College without an exeat</p> <p>Persistent lateness</p>
Stage 1 Issues by PT BM	<p>First Written Warning</p> <p>Consider Supervised extra study/homework/place on report/gating/detention</p>	<p>Persistent lack of attention in Class- not a one off incident</p> <p>Late for class three times in a week</p> <p>Failure to complete homework and one chance being given</p> <p>Rudeness or disrespectful behaviour in class or House</p> <p>Leaving College without an exeat</p> <p>Not following relevant rules and procedures</p> <p>Copying work from other students</p>
Stage 2 Issued by PT BM	<p>Second Written Warning</p> <p>Action with student an agreed improvement plan</p> <p>Consider Supervised extra study/homework/place on report/gating/detention</p>	<p>Fighting after investigation has taken place and no mitigating circumstances</p> <p>Bullying</p> <p>Failure to complete homework – plus booked into Supervised Study</p> <p>Repeated minor offences</p> <p>Damage to furniture (with Bill issued to cover cost of damage)</p> <p>Alcohol in rooms</p> <p>Boys in girls rooms or vice versa</p> <p>Under 17 student son an over 18 accommodation</p> <p>Student 17 or under being found in a pub</p> <p>Not following relevant rules and procedures</p> <p>Escalating after SW1 issued and situation persisting</p>
Stage 3 Issued by PD BM	<p>Senior Staff Warning</p> <p>Action with student an agreed improvement plan</p> <p>Consider Supervised extra study/homework/place on report/gating/detention</p>	<p>Failure to complete homework – and booked into Supervised Study for week</p> <p>Shoplifting (may also have police involvement)</p> <p>Serious discipline Issue/rudeness or repeated minor one with weekend curfew</p> <p>Smoking in rooms/Interfering with smoke alarm</p> <p>Bullying behaviour</p> <p>Serious case of absconding without permission</p> <p>Continuous lack of following relevant rules and procedures</p> <p>Damage to furniture</p> <p>Alcohol offence</p> <p>Plagiarism</p>
Stage 4 Issued by DHP/SLT	<p>Final Written Warning</p> <p>A contract may be put in place stipulating clear progress which is required</p> <p>Consider Supervised extra study/homework/place on report/gating/detention</p>	<p>Fighting after investigation has taken place and no mitigating circumstances</p> <p>Bullying or Racist incidents</p> <p>Failure to complete homework with week in Supervised Study</p> <p>Repeated minor offences with curfew midweek and/or weekend</p> <p>Serious case of absconding without permission</p> <p>Damage to furniture (with Bill issued to cover cost of damage)</p> <p>Interfering with a smoke Alarm/smoking in rooms again(plus costs)</p>
Stage 5 Authorised by Principal/VP in her absence	<p>Suspension or suspension pending</p> <p>Permanent Exclusion</p> <p>Will include curfews and other action as appropriate</p>	<p>Drug Offences</p> <p>Serious Assault. Having a knife on your person.</p> <p>Serious Bullying Behaviour</p> <p>Serious non- attendance</p> <p>Continued Health and Safety issues</p> <p>Second occasion being drunk – suspension and curfews</p>

Exclusions and Sanctions

Factors to take into account before deciding to exclude

DfE Guidance states that any decision to exclude must be rational, reasonable, fair and proportionate and should take account of wider legal duties including the European Convention of Human Rights and equality legislation.

Standard of proof

The Principal's decision to exclude must be taken on the 'balance of probabilities'. This means that if it is more likely than not that the student did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Student voice

Where practical, the Principal should allow a student to present their case before reaching a decision.

Equality legislation

Schools must also take account of their duties under the Equality Act 2010.

A school must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, or because of pregnancy/maternity or gender reassignment. For disabled pupils the school also has a duty to make reasonable adjustments to policies and procedures.

We will also make adjustments and take full account of learning issues and equality when making decisions on exclusions or issuing of sanctions where this is applicable.

Guidance for schools called 'What equality law means for you as an education provider - schools' is published by the Equality and Human Rights Commission and is available to download from www.equalityhumanrights.com

Factors affecting the behaviour of students

Before deciding whether to exclude, the Principal should take account of factors that may have affected student behaviour. These might be:

- Bullying.
- Mental health issues.
- Bereavement.
- Unidentified SEN.

Exclusion is a sanction to be sparingly used and occurs at Level 5 of the Discipline Ladder. Students may be placed at any level on the ladder according to the severity of a misdemeanor. When a student reaches Stage 5 consideration will be given to a fixed term exclusion or a permanent exclusion; Report cards, suspension, meetings with senior staff, positive reinforcement and support, rewards and meetings with staff and Curriculum Directors are all strategies which may be used to effect change with students as appropriate, along with support and advice given by Personal Tutors,

and in Personal Development sessions. Students can appeal a decision at any level to the person in charge of the next level up. Appeals against permanent exclusion can be made to the Managing Director of CATS Colleges for the Governing Body to consider.

When a student is fixed term excluded, Deputy Head Pastoral and Academic to ensure work is emailed to the student so they can continue with their studies away from the College.

Disciplinary action may be taken against students who make malicious allegations against staff. However reference should be made to the Safeguarding Policy which places great stress on the importance of any allegation being treated seriously and it is important that students are able to report concerns in good faith without fear of retribution.

No Corporal punishment is used in the college but there is a clear policy on physical restraint where this is needed.

Consideration of Disabilities and Additional Learning Support

Students who are on the College Additional Support Register or who have particular needs will be treated on an individual basis. Reasonable adjustments should be made by the Head of Welfare/Boarding and Vice Principal where issues of behaviour arise bearing in mind the identified needs and how they impact on a given situation.

All students are supported by weekly meetings and the availability of regular drop ins to see their Personal Tutor, regular emails from the Principal, the Boarding and Welfare desk manned during the day, assemblies, student handbooks with academic and pastoral support readily available in the college. We also use counselling services and in house counselling as well as referring students to a range of agencies where additional support is needed.

All Personal Tutors supported by the Director of Personnel Development Head of Boarding and Welfare will:

- Explain to students the stated purpose of the Behaviour Policy and approaches to anti-bullying through structured tutorial time.
- Monitor and evaluate the success or otherwise of each student through progress reports and statements, and the rewards and sanctions systems.
- Identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support as necessary.
- Work constructively and in partnership with external agencies as required and following the College Safeguarding/Child Protection Policy.
- Report back quickly to parents/carers/agents regarding any concerns in consultation with Welfare Staff and the Student Services Team.

Supervision of Students

Staff is expected to maintain suitable supervision of students in their care at all times, and whenever they are in the College. Guidance in 'What do if' is provided below, and staff should also be familiar

with the College restraint policy. Staff is expected to ensure students behave in an appropriate, respectful and well behaved manner at all times around the College and in lessons, and College Shackleton information database should be used to report any issues or to request further assistance when needed. Advice and support is available to staff from Senior Staff who will be pleased to talk staff through any concerns or questions they may have. The Welfare team also provides support and back up, and staff should record concerns or incidents on Shackleton after they have dealt with them, or ensured the issue is being picked up by another member of staff.

Relationships

Within the Personal Development curriculum, students discuss issues surrounding relationships and specialist speakers support on key issues including self-esteem, consent, making informed choices and the need for clear communication. This is supported by sessions in the Spring Term revisiting and backing up work from the Winter Term to ensure that all students are given effective input.

Online Safety

Attention is drawn to the college online safety policy. Students are allowed to bring mobile phones or other personal electronic devices to College but may use them only within the rules laid down by the College.

Liaison with Parents and Other Agencies

When a student is placed on a discipline level a letter is sent to parents to alert them, making clear what we have done to avoid this situation happening and what we do to support the student. We also include details as to what has triggered the discipline warning. We make expectations to parents clear in a policy summary document which is sent to them in English or 11 other languages to help them understand our expectations. Agents who sent students also undergo regular training from academic and other staff in markets to ensure agents can explain details to parents in their native tongue as well. We have offices in 18 different countries as well as travelling staff to support this. Parents are welcome to visit the college and bespoke welcome arrangements are always made to support this.

Managing Student Transition

When a student is transferred to another school relevant documentation is always sent on to support the transition process. We ensure documentation is received from previous schools which forms the basis of our admission process and is often required for visa purposes.

Monitoring and Evaluation

The Principal in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures in order to evaluate them to ensure that the

operation is effective, fair and consistent. In particular, the anti-bullying policy and guidance will be discussed, monitored and reviewed on a regular basis.

The Director of Personal Development and the Head of Welfare/Vice Principal will have delegated responsibility in this respect and will operate and monitor anti-bullying guidance and implementation of the Behaviour Policy.

Ethos and Values

- All staff will encourage respect for other people paying particular regard to the protected characteristics set out in the 2010 Equalities Act.
- Students should receive an effective preparation for the opportunities, responsibilities and experiences of life in British Society.
- Students will be taught in way which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.