

chaseterracetechnologycollege

Behaviour Policy

'Respect for all'

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1. Principles

1.1 At CTTC, we believe that all members of our community should be treated with respect. The 'Expectations' (outlined below) are underpinned by the central importance of:

- respect for all people and property; and
- students' cooperation with the staff of CTTC, who have a formal responsibility for students' welfare.

In a climate of mutual respect, everyone is able to work together safely, enjoyably and successfully.

1.2 At CTTC, we are also fully committed to the principle that each member of our school community should have an equal opportunity to play a full part in the life of the School, free from discrimination or harassment. We celebrate the cultural diversity of our school community and aim to broaden our students' understandings of other cultures and traditions. See the Equal Opportunities Policy for more detail.

1.3 At CCTC, we take a firm line on any type of bullying. We encourage our students to report any incidence of bullying to a member of staff or to one of our trained peer counsellors. See the Anti-Bullying Policy for more detail.

1.4 At CTTC, we recognise that some students will have specific recognised needs with regard to managing their behaviour. Students with Emotional and Behavioural Difficulties (EBD) will be provided with additional support and involvement from other agencies, as appropriate. However, they will be subject to the same range of rewards and sanctions as the other students in the School.

1.5 At CTTC, we are ambitious for the educational achievement of our students and recognise the central need for a well-ordered, disciplined working environment. We are therefore committed to ensuring that best practice in the use of 'Behaviour for Learning' (BfL) strategies is found throughout the School on a consistent basis.

2. Expectations of students

2.1 General expectations

- Act with courtesy and consideration for each other, all members of staff and all members of the local community
- Cooperate immediately with the requests of **all** members of staff.

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- Use language that is universally acceptable (no swearing) and do not act in a verbally or physically threatening manner to any other member of the school community and local community
- Do not deliberately 'put down' any other member of the school community and local community, humiliating them or belittling their efforts.
- Arrive at school in good time
- Bring all the equipment and books that you need each day.
- Complete your homework and coursework on time.
- Keep mobile phones and electronic items such as iPods safe and secure throughout the day (they are your responsibility). Do not take pictures using a digital camera or mobile phone without the explicit authorisation of a member of staff.
- Use ICT equipment responsibly, observing the School's ICT User Agreement that you have signed. In particular, ensure that you do not disclose your passwords or use anyone else's password. Any offensive or threatening remarks made through e-mail, texting or Internet sites will be treated very seriously.
- Ensure that you are correctly dressed in school uniform (and that you remain so throughout the day). Take off your coat, hat, scarf etc. (any outdoor clothing) when you enter the school buildings.
- Walk calmly around the school buildings and allow the free movement of others.
- Within the school buildings, eat only in the designated eating areas (canteen and hub areas) and dispose of your litter responsibly.
- Do not bring into school any tobacco, drugs, solvents, matches or lighters. Equally, knives, laser pens and other items that can cause physical injury are banned from the site.
- Never tamper with fire equipment and follow fire evacuation procedures sensibly.
- Do not leave the school site without permission

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2.2 Expectations of behaviour during lessons

- Arrive at lessons on time – you should be sat down, unpacked and ready to work within 5 minutes of the end of the last lesson or break
- Line up against the wall when arriving at your lesson, unless directed to enter straight away by the member of staff.
- On entering the room, get ready to work by unpacking quickly and quietly (bags and coats should not be left on desks). You should be in correct school uniform with the equipment and books you need in front of you.
- Work where you are directed to work. This decision is made by the member of staff allocated for that lesson and is not subject to negotiation.
- Switch off mobile phones, iPods and other electronic items. Do not use them and keep them out of sight in lessons unless a member of staff gives explicit authorisation for their use (in supporting the learning).
- Listen carefully and in silence when your teacher is speaking or, equally, when another student is contributing to a class discussion or making a presentation. Unless otherwise directed by your teacher, raise your hand when you have a question or wish to make a contribution to a discussion.
- Put in a good effort each lesson (consistent with the School's ASPIRE scheme). Inform your teacher when you have completed the tasks set.
- When working individually or as part of a group, work quietly so that the overall noise level in the room stays at a reasonable level. As directed by your teacher, work in silence.
- Ensure that you comply with any Health and Safety rules and procedures that are explained to you.
- Do not leave the room unless given permission by your teacher (who will provide you with a pass). Students are not expected to go to the toilet during lesson time and will only be allowed to do so in exceptional circumstances.
- Do not eat or chew gum in lessons. Water (and only water) may be drunk from a transparent plastic bottle but students are responsible for filling their water bottles outside of lesson time.
- At the end of the lesson, ensure that you leave your work area in a clean and tidy state and leave, as directed, in an orderly way.

2.3 Expectations of sixth form students

Sixth form students are expected to meet the expectations listed above, with the exception that they should follow the sixth form dress code (rather than the school uniform code). Moreover, as a reflection of their greater maturity, sixth formers should act as role models for younger students and leading ambassadors for the promotion of the School.

3. Expectations of staff

3.1 All staff

Members of staff are also expected to treat students, and each other, with respect and to act in a consistently calm and professional way. As a function of their position of responsibility, there will be occasions when it will be necessary to speak very directly to a student, sometimes raising their voice to get the student's full attention. In general, staff should speak to students in a measured way, anticipating their cooperation. It is important that instructions are unambiguous and situations are handled in such a way that students understand that they are making choices, at each stage, about how they behave and that those choices have consequences. Attention should be focused on the behaviour rather than the young person; sarcasm is not appropriate when reprimanding a student. In strengthening relationships and supporting learning, members of staff should aim to recognise students' successes and praise them on a very regular basis. As a rule of thumb, a praise to reprimand ratio of 5 to 1 is recognised as good practice.

3.2 Teaching staff

Teachers are expected to:

- Be on time for lessons and greet students, making a positive start to the learning.
- Prepare lessons carefully to cater for the full ability range, taking into account any special educational needs and the needs of gifted and talented students.
- Set and mark homework and coursework on a regular basis, returning it promptly (within one week, as indicated by the Assessment Policy)
- Clarify any particular expectations they have in addition to those set out in the 'Expectations of behaviour during lessons' in Sec. 2.2 (above).
- Outline any specific Health and Safety procedures that need to be observed and monitor compliance.

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- Give appropriate rewards and sanctions, as outlined later in this policy, using the 'personal best' (PB) stickers and referral slips consistently.
- Liaise with their head of department (HoD) for support in managing a student's behaviour or to acknowledge particular successes.
- Liaise with a student's tutor, student support officer (SSO) or head of year (HoY), where there are concerns or significant improvements in a student's overall behaviour.

4. Expectations of parents and carers

4.1 Parents and carers have the greatest potential influence over the development of their children. In order for CTTC to be able to play its role effectively in helping each child to fulfil their potential and get ready for the world of work, it is important that there is a strong partnership between school and home. In practice, this means that there needs to be good two-way communication about any changes in circumstances, positive achievements and causes for concern. Through good, timely communication, it will be possible for early action to be taken and progress to be made.

4.2 In order to support this partnership and the expectations we have of our students, parents and carers need to help us by ensuring that their son or daughter:

- Leaves home in good time to get to school by the start of the school day
- Has a bag packed with all the equipment and books they need
- Is dressed correctly in school uniform, with expectations regarding hair styles and colour, jewellery and shoes all observed
- Has completed the homework and coursework due in at the time (through regularly checking their Student Planner and discussing what has been set)

4.3 There will be occasions when letters and postcards will be sent home acknowledging successes and recent progress made. It is highly supportive of our efforts when parents reinforce this praise at home. Similarly, when there is a cause for concern there will be occasions when we will request a meeting and it is important that this takes place as promptly as possible in order to address the situation. Furthermore, detentions will be set where appropriate (as explained later in this policy) and, again, parental support is of paramount importance. The School has a legal right to set a detention for up to 60 minutes, giving 24 hours' notice. Whilst we recognise that this can cause difficulties for parents, parents are

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responsible for ensuring that their son/daughter is able to get home safely from school following a detention. Supporting the School's stance on disciplinary matters will give a consistent message to a young person of what is expected of them.

5. Rewards

5.1 Rewards serve to positively reinforce the School's expectations. In order to be effective, it is important that the rewards given out cover a broad range of acts and achievements. Sometimes, it is the timely word of encouragement or phone call home that counts the most. However, there are other systems in place to ensure that efforts are acknowledged and celebrated.

5.2 '**Personal Best**' stickers are handed out to students who have worked especially well during a lesson or have acted in an especially helpful way around the School. Teachers are asked to hand out at least one PB sticker each lesson, but this can be varied to suit the circumstances, e.g. a sticker for each member of a group who have worked especially well over the period of a project. There is a cumulative system of rewards for a set number of PB stickers, as follows:

<i>Number of PBs</i>	<i>Reward</i>
25	Bronze Award Certificate
50	Silver Award Certificate + £5 voucher
75	Gold Award Certificate + afternoon celebration activity
100	Platinum Award Certificate + day-trip

Afternoon celebration activities and day trips are organised by HoYs and SSOs for students in their year group. Reward totals are 'refreshed' at the beginning of each academic year.

5.3 Termly reports to parents recognise students' effort and behaviour and letters of commendation are given to the students who have the most positive profiles.

5.4 For progress and achievement, following the termly reports, letters of congratulations are sent home and some parents are invited in to meet with the HoY or a senior member of staff and celebrate excellent progress made in relation to target grades.

5.5 In addition, also on a termly basis, each department decides upon a '**Student of the Term**', who has impressed in their achievements, progress made or contribution to the life of the subject area. Likewise, the pastoral team also make a selection. Each term there are, therefore, a dozen or so students in each year group who are awarded a framed certificate.

5.6 Letters of commendation are also sent home to students who maintain 100% attendance for a full term.

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5.6 On other occasions, praise postcards are sent home with a few words of congratulations or encouragement on a recent success. This is done on a discretionary basis.

6. Sanctions

6.1 Sanctions also focus attention on the School's expectations and modify behaviour to support the School's ethos of mutual respect. If sanctions are to be effective, then they should be:

- fair
- consistent;
- timely;
- proportionate; and
- manageable.

They should also focus upon the act rather than the student.

6.2 Although sanctions should be consistently applied, the system of sanctions needs to be flexible enough to take individual circumstances into account.

6.3 The CTTC 3-Stage Classroom Discipline System

In the classroom, CTTC has adopted a simple 'assertive discipline' approach to provide consistency in the way that 'off task' and unhelpful behaviour is managed. The types of behaviour that can undermine the working atmosphere in a classroom include:

- talking to other students when the teacher is addressing the class or when another student is making a contribution to a class discussion
- shouting out (during teacher exposition or a class discussion), instead of putting up a hand and waiting to be invited to speak
- interfering with someone else's belongings

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- making too much noise (e.g. calling out across the classroom to another student)
- moving around the classroom without good reason
- making little effort with the work set

In these circumstances, the teacher will adopt a 3-stage approach (a chart will be displayed in each classroom to remind students how this works):

Stage 1: *The student is given a warning and reminded what they need to do; their name is written on the board.*

Stage 2: *A 15-minute break or lunch time detention is set (to be supervised by the teacher) for the earliest opportunity and a referral is made to the Year Office.*

(At Stage 2, a member of staff may ask a student to wait outside the classroom for a short period of time until a convenient opportunity can be found to have a quiet word – the student should always know what Stage they are on at this time and a student should not be left outside a room in these circumstances for more than 10 minutes)

Stage 3 (overrides Stage 2): *The student is removed (using the 'on call' rota) for the remainder of the lesson. A referral is made to the Year Office and an after-school whole-school detention (45 mins.) is set, using the rota arrangement, by the student's SSO.*

If a student's attitude, on being removed from a lesson, is not satisfactory, then the student will be placed in isolation for the next period or, as appropriate, for the rest of the day (arranged in consultation with the HoY/SSO).

As appropriate (in consultation with the teacher concerned), the HoD may also arrange for the student concerned to be placed on Departmental Behaviour / Effort Report for a period of 2 weeks (reviewed at this stage).

Although this is a staged, sequential system, it is designed to be used for relatively low level misbehaviour that interrupts the learning. For more high profile misdemeanours, the 'on call' system should be used with immediate effect – further consequences are listed in the 'Table of Sanctions' (Sec. 6.4).

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6.4 Sanctions for specific types of misbehaviour

In order to aid consistency, the types of behaviour that fall short of the School’s basic expectations are included in a table (below), together with the sanctions that will generally be applied. It needs to be understood, though, that the context for the action needs to be taken into account as does the degree of certainty about what has occurred. In many situations, professional judgement will need to be applied; it is not possible, or desirable, to have a fixed, inflexible tariff of sanctions to match each misdemeanour. In the penultimate column, an indication is given of how the situation would be managed if the sanction given in the first instance was not undertaken, due to lack of compliance from the student concerned (e.g. a detention not attended). This upgraded sanction can also be applied when the student does not accept the consequences of their actions with good grace.

Table of sanctions

For each of the incidents listed, a Referral Form should be completed promptly to ensure that essential information works through the system and each student’s disciplinary record is complete.

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Basic lack of courtesy to a member of staff or a member of the local community</i>	<i>45 mins. After-school detention + Contact home</i>	<i>HoY + Rota</i>	<i>45 mins. After-school detention + Isolation (1 day) + Meeting with parents</i>	<i>HoY + Rota</i>
<i>Deliberate lack of cooperation with a member of staff (defiance)</i>	<i>Immediate referral to SLT; Contact home + Isolation (1 day)</i>	<i>SLT</i>	<i>Isolation (2-3 days) + Meeting with parents</i>	<i>SLT</i>
<i>Deliberate lack of cooperation with a senior member of staff</i>	<i>FT exclusion (1-3 days) + Meeting with parents + Isolation (1-3 days)</i>	<i>SLT (auth by HT)</i>	<i>Contact home + Extension of period of isolation / poss. further FT exclusion</i>	<i>SLT (auth by HT)</i>
<i>Refusal to cooperate with the conditions set for isolation</i>	<i>FT exclusion (gen. 1 day) + Meeting with parents + Isolation (as orig. set)</i>	<i>SLT (auth by HT)</i>	<i>FT exclusion (3-5 days) + Isolation (3-5 days)</i>	<i>SLT (auth by HT)</i>
<i>Swearing or acting in an aggressive manner at a member of staff or a member of the local community</i>	<i>Immediate referral to SLT + FT exclusion (1-3 days) + Meeting with parents + Isolation (1-3 days)</i>	<i>SLT (auth. by HT)</i>	<i>Contact home + Extension of period of isolation / poss. further FT exclusion</i>	<i>SLT (auth by HT)</i>

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Table of sanctions (ctd.)

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Swearing at another student, through frustration or in general conversation</i>	<i>Prof. judgement is needed: 15 mins. or 30 mins. Break or Lunch detention, as required</i>	<i>SSO (around school); teacher (in lesson)</i>	<i>30 mins. Lunch or 45 mins. After-school detention, as required</i>	<i>HoY (around school) or HoD (in lesson) (Rota for After-school)</i>
<i>Late for school* (officially late at 8.45 am)</i>	<i>15 mins. Break or Lunch detention</i>	<i>SSO</i>	<i>30 mins. After-school detention</i>	<i>HoY + Rota</i>
<i>Truancing from lessons*</i>	<i>Contact home + Isolation (Min. of 1 day; double no. of periods missed)</i>	<i>HoY</i>	<i>Meeting with parents + Double the isolation period</i>	<i>HoY</i>
<i>Late for lesson* (arriving more than 5 mins. after end of last lesson/break period, without good reason)</i>	<i>15 mins. Break or Lunch detention</i>	<i>Class teacher</i>	<i>30 mins. Lunch detention</i>	<i>HoY</i>
<i>Failure to bring the basic equipment that is needed for lessons (pen, pencil, ruler)**</i>	<i>15 mins. Break or Lunch detention</i>	<i>SSO</i>	<i>30 mins. Lunch detention</i>	<i>HoY</i>
<i>Failure to bring the books or equipment that are needed for a specific lesson</i>	<i>15 mins. Break or Lunch detention</i>	<i>Class teacher</i>	<i>30 mins. Lunch detention</i>	<i>HoD</i>
<i>Failure to hand in on time homework / coursework of an appropriate quality (KS3) ***</i>	<i>15 mins. Break or Lunch detention + Opportunity to hand in within 24 hours</i>	<i>Class teacher</i>	<i>30 mins. Lunch detention (Repeated if work is not handed in complete within 24 hours)</i>	<i>HoD</i>
<i>Failure to hand in on time homework / coursework of an appropriate quality (KS4) ***</i>	<i>15 mins. Break or Lunch detention + Opportunity to hand in within 24 hours</i>	<i>Class teacher</i>	<i>45 mins. After-school detention (Continued as reqd. until C/W is complete)</i>	<i>Class teacher / Dept. Rota</i>
<i>Failure to attend a 30 min. Lunch detention (KS3) or 45 min. After-school detention (KS4), set for not handing in HW/CW on time</i>	<i>45 min. detention + Monitoring Report / Contact with parents (as appropriate)</i>	<i>HoD</i>	<i>1 hour detention + Isolation (1 day)</i>	<i>SLT Link</i>

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* Where students are repeatedly late for school and/or there are concerns about truancy, they will be put on Year Group Attendance and Punctuality Report, for a period of 2 weeks (reviewed at this time). Parents will be informed of this. Usual sanctions will still apply.

** Tutors periodically check that students have necessary equipment with them and have equipment available that they can issue (on a 'one-off' basis) and collect in the next day. Where students repeatedly fail to bring the correct equipment and books to lessons, they will be put on Year Group Equipment Report, for a period of 2 weeks (reviewed at this time). Parents will be informed of this. Usual sanctions will still apply.

***Where students repeatedly fail to hand in homework on time, they will be put on Year Group Homework Report, for a period of 2 weeks (reviewed at this time). Parents will be informed of this. Usual sanctions will still apply.

Table of sanctions (ctd.)

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Failure to attend a 15 mins. Break / Lunch detention for reaching Stage 2 of the Classroom Discipline System</i>	<i>45 min. After-school detention</i>	<i>Rota</i>	<i>1 hour SLT detention</i>	<i>SLT Rota</i>
<i>Reaching Stage 3 of the Classroom Discipline System</i>	<i>45 min. After-school detention</i>	<i>Rota</i>	<i>1 hour SLT detention</i>	<i>SLT Rota</i>
<i>Use of digital camera or mobile phone to take photos or AV footage without the explicit authorisation of a member of staff</i>	<i>Prof. judgement is needed: Confiscate item (collect at end of day) + Contact home (as appropriate) + Isolation (1-3 days) if used for inappropriate purposes</i>	<i>HOY</i>	<i>Confiscate item (collect by parents); Meeting with parents; + FT exclusion (1-3 days) if used for inappropriate purposes + Isolation (1-3 days)</i>	<i>SLT</i>
<i>Use (or even sight of) mobile phones, iPods or other electronic items in lessons without explicit authorisation of the teacher</i>	<i>Confiscate item (student to collect from Year Office at end of day) + 30 mins. Lunch detention</i>	<i>SSO</i>	<i>Confiscate item (collection by parents from Year Office) + 45 mins. After-school detention</i>	<i>HOY + Rota</i>
<i>Leaving the classroom without permission</i>	<i>30 mins. Lunch detention</i>	<i>HOD</i>	<i>45 min. After-school detention</i>	<i>Rota</i>

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Table of sanctions (ctd.)

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Having food or drink (other than water) out in lessons</i>	<i>30 mins. Lunch detention</i>	<i>HoD</i>	<i>45 min. After-school detention</i>	<i>Rota</i>
<i>Behaving in an unsafe way, in contravention of Health and Safety regulations</i>	<i>Refer to HoD (in consult. with SLT for more serious incidents); Prof. judgement required: Contact home / meeting with parents + (from) 30 mins. Lunch detention / working in isolation for partic. lessons (to) Isolation (1-3 days)</i>	<i>HoD / SLT (as approp.)</i>	<i>HOD to refer to SLT; Prof. judgement required: Meeting with parents + (from) SLT detention / working in isolation for partic. lessons (to) Isolation (3-5 days)</i>	<i>SLT</i>
<i>Use of another person's password</i>	<i>Contact home + 45mins. after-school detention</i>	<i>HoY + Rota</i>	<i>Meeting with parents + 1 hour SLT detention</i>	<i>SLT</i>
<i>Accessing inappropriate material on the Internet</i>	<i>Contact home + 1 hour SLT detention</i>	<i>SLT + SLT Rota</i>	<i>Meeting with parents + Isolation (1-3 days)</i>	<i>SLT</i>
<i>Sending abusive or threatening messages during the school day to another student by e-mail or text or posting similarly inappropriate comments on Internet sites</i>	<i>Meeting with parents + Isolation (1-3 days)</i>	<i>HoY</i>	<i>Meeting with parents + FT exclusion (1-3 days) + Isolation (1-3 days)</i>	<i>SLT (auth by HT)</i>
<i>As above, in relation to a member of staff</i>	<i>FT exclusion (1-3 days) + Isolation (1-3 days)</i>	<i>SLT (auth by HT)</i>	<i>FT exclusion (5 days) + Isolation (5 days)</i>	<i>SLT (auth by HT)</i>
<i>Uniform or appearance infringement****</i>	<i>Contact home + Year Group Appearance Report and 30 min. Lunch detentions (as approp.) (See below)</i>	<i>SSO</i>	<i>Contact home + Year Group Appearance Report and 45 min. After-school detentions (as approp.) (See below)</i>	<i>HoY + Rota</i>
<i>Running through the school buildings</i>	<i>15 min. Break or Lunch detention</i>	<i>SSO</i>	<i>30 min. Lunch detention</i>	<i>HOY</i>

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**** Uniform / appearance: Where shoes or other items of uniform need to be bought, a period of up to 1 week can be granted by the HOY for the situation to be remedied by the parent / carer (a permission slip will be issued which the students will need to carry with them). A similar period can be granted to remedy unacceptable hair styles. After this time, students will work in isolation until they are correctly presented. For 'deliberate lapses' (e.g. wearing a cardigan over school uniform in lessons), lunch and after-school year group detentions should be set as required and students should be put on a Year Group Appearance Report to monitor compliance.

Table of sanctions (ctd.)

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Dropping litter</i>	<i>Contact home + 30 min. Lunch detention (litter picking)</i>	<i>SLT (as for Duty Rota)</i>	<i>Contact home + 30 min. Lunch detention (litter picking) +1 hour SLT detention</i>	<i>SLT (as for Duty Rota)</i>
<i>Vandalism to school property</i>	<i>Contact home + Reparation + 1 hour SLT detention</i>	<i>SLT</i>	<i>Meeting with parents + Reparation + Isolation (1-3 days)</i>	<i>Vandalism to school property</i>
<i>Theft</i>	<i>Judgement required. Contact home + After-school detention through to FT exclusion (1-3 days) + Isolation (1-3 days), depending on circumstances (inc. value of item)</i>	<i>HoY (in consult. with SLT)</i>	<i>Judgement required. Contact home + Isolation (1-2 days) through to FT exclusion (3-5 days), depending on circumstances (inc. value of item)</i>	<i>SLT</i>
<i>Leaving the school site without permission (distinct from defiant lack of cooperation)</i>	<i>Contact home + 45 min. After-school detention</i>	<i>HoY + Rota</i>	<i>Contact home + 1 hour SLT detention (Isolation / exclusion for further repetitions)</i>	<i>SLT</i>
<i>In possession of matches, cigarettes, lighters</i>	<i>Confiscate item (collection by parent from Year Office); Contact home + Isolation (1 day)</i>	<i>HoY</i>	<i>Confiscate item (collection by parent from Year Office); FT exclusion (1 day) + Meeting with parents + Isolation (1 day)</i>	<i>SLT (auth by HT)</i>

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Table of sanctions (ctd.)

Failure to meet basic expectations by ...	Sanction	Person responsible	Lack of full compliance	Person responsible
<i>Smoking on or around the school site (includes immediate neighbourhood vicinity whilst in school uniform)</i>	<i>Confiscate cigarettes / lighter or matches (collection by parent) + FT exclusion (1 day) + Meeting with parents + Isolation (1 day)</i>	<i>SLT (auth by HT)</i>	<i>Confiscate cigarettes / lighter or matches (collection by parent) + FT exclusion (2 days) + Meeting with parents + Isolation (2 days)</i>	<i>SLT (auth by HT)</i>
<i>In possession of (or under the influence of) alcohol, solvents, drugs, etc.</i>	<i>Confiscate item (collection by parent / police (as approp.); FT exclusion (2-3 days) + Meeting with parents + Isolation (2-3 days) (+ Counselling / support)</i>	<i>SLT (auth by HT)</i>	<i>Confiscate item (collection by parent / police (as approp.); Involve police (as approp.); FT exclusion (3-5 days) + Meeting with parents + Isolation (3-5 days); (+ Counselling / support) Permanent exclusion for repeated serious drug-related incident</i>	<i>SLT (auth by HT)</i>
<i>Supplying drugs for the use of other students</i>	<i>Confiscate item and report to police; Permanent exclusion</i>	<i>HT</i>	<i>n/a</i>	<i>n/a</i>
<i>In possession of a laser pen or other potentially harmful object (excluding knives)</i>	<i>Confiscate item (collection by parent) + Meeting with parent Prof. judgement required: From 45 min. after-school detention to FT exclusion (1 day) + Isolation (1 day)</i>	<i>HoY (in consult. with SLT)</i>	<i>Confiscate item (collection by parent) + Meeting with parent + FT exclusion (1-3 days) + Isolation (1-3 days)</i>	<i>SLT (auth by HT)</i>
<i>In possession of a knife</i>	<i>Confiscate knife and report to police; Permanent exclusion</i>	<i>HT</i>	<i>n/a</i>	<i>n/a</i>

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<i>Physical violence towards another student</i>	<i>Prof. judgement required: From Isolation (1-3 days) to Permanent exclusion (depending on context and seriousness of fight / assault)</i>	<i>SLT (auth by HT for exclusion)</i>	<i>Prof. judgement required: From Isolation (2-3 days) to Permanent exclusion (depending on context and seriousness of fight / assault)</i>	<i>SLT (auth by HT for exclusion)</i>
<i>Physical violence towards a member of staff</i>	<i>Prof. judgement required but Permanent exclusion for an action resulting in, or intending to result in, physical harm</i>	<i>HT</i>	<i>Prof. judgement required but Permanent exclusion for an action resulting in, or intending to result in, physical harm</i>	<i>HT</i>
<i>Tampering with fire extinguisher</i>	<i>Contact home + Isolation (1-3 days)</i>	<i>HOY</i>	<i>FT exclusion (1-3 days) + Isolation (1-3 days)</i>	<i>SLT (auth by HT)</i>
<i>Breaking fire alarm smash panel accidentally</i>	<i>SLT detention</i>	<i>SLT</i>	<i>FT Exclusion (1 day) + Isolation (1 day)</i>	<i>SLT (auth by HT)</i>
<i>Breaking fire alarm smash panel deliberately</i>	<i>FT exclusion (3 days) + Isolation (3 days)</i>	<i>SLT (auth by HT)</i>	<i>Prof. judgement required: FT exclusion (5 days) + Isolation (5 days) or Permanent exclusion</i>	<i>HT</i>
<i>Lack of full cooperation during a fire evacuation procedure</i>	<i>Refer to SLT; Prof. judgement required: 30 min. Lunch detention to Isolation (1-3 days)</i>	<i>SLT</i>	<i>Refer to SLT; Prof. judgement required: 1 hour SLT detention to Isolation (1-5 days)</i>	<i>SLT</i>

6.5 Sanctions for sixth form students

Sixth form students attend the School by choice and the relationships between staff and students should reflect this. In almost all circumstances, where students' behaviour (or, indeed, progress) causes concern, the relevant HoD, the student's tutor and the Assistant Head (Post-16) should all be informed / consulted. Detention rotas are not designed for addressing sixth-form students' non-compliance. Meetings with student, meetings with parents, monitoring reports, and student contracts do, however, all have an important role to play where there are concerns.

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In the event of a sixth form student behaving in such a way that the consequences listed in the Table of Sanctions indicate a serious incident (involving isolation from lessons or a fixed or permanent exclusion), the Assistant Head (Post-16) (or another member of SLT) should be contacted as soon as possible. Sixth Form students are still subject to the School's major sanctions, should the situation warrant their use.

6.6 Bullying (See also Anti-Bullying Policy)

Bullying is not listed in the 'Table of Sanctions' above as the context and character of incidents of bullying behaviour are varied. Reports of bullying require careful examination as incidents are not always what they first seem to be. However, where it is clear that a student is targeting another student for unkind treatment (of whatever type), an assertive response is required. Good communication with both parties and their parents is essential. It is important to try to establish what is at the heart of the situation and to offer emotional support, as required. Nevertheless, serious sanctions are also appropriate where, despite these interventions, the bullying behaviour continues. This will generally move hierarchically through isolation and fixed term exclusions, ultimately resulting in a managed move arrangement or permanent exclusion.

6.7 Prejudice and prejudice-related bullying (See also Equality and Cohesion Policy)

Within this policy, prejudice is defined as 'detriment or injury caused to a person by the preconceived, unfavourable conviction of another, or others'.

As outlined in our Equality and Cohesion Policy, at CTTC we are opposed to all forms of prejudices around:

- disability and special educational needs;
- racism, xenophobia and prejudice directed towards religious groups, Travellers, refugees and people seeking asylum; and
- sexism and homophobia.

The School includes the issues listed above in its Citizenship and RE programmes and also addresses this theme through year-group assemblies and the supporting tutorial programme.

When students exhibit prejudice-related behaviour, this is reported to the Assistant Head (Student Support), who ensures that evidence is collected, including a statement from the alleged perpetrator and victim. Students who have been subject to discriminatory behaviour will be given support and the matter will be discussed with the student's parents, outlining the incident and the actions taken by the School. Students who have acted in a discriminatory way will be educated to address the prejudicial attitudes that have caused concern. For any significant concerns, their parents will also be contacted.

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Judgement will be applied in applying sanctions and will take into account the perceived nature and intent of the actions, the impact on the victim and whether, or not, the student has previously acted in a prejudicial way. Sanctions will range from a focused discussion, through to a detention, internal isolation or exclusion from school.

The Assistant Head (Student Support) keeps a record of discriminatory incidents and the action taken (including contact with parents) and an annual report is provided for the Governing Body and the Local Authority for monitoring purposes.

Prejudice-related bullying is dealt with as outlined above for other prejudice-related incidents. However, the record of the targeted and prejudicial actions of an individual or group against another individual or group is taken fully into account when deciding on disciplinary consequences, consistent with the School's Anti-Bullying Policy.

7. Students causing concern

7.1 On a half-termly basis, students' disciplinary records will be reviewed by each HOY, with assistance from their SSO. Through this means, and more immediately when concerns become clear more quickly, meetings will be organised with parents and Pastoral Support Plans (PSPs) will be put in place (where the involvement of other agencies is required, Common Assessment Framework (CAF) procedures will be followed). Extra information will be collected and areas for improvement will be clarified together with strategies to address the areas of concern.

7.2 Students causing moderate concern will be placed on Year Group Behaviour and Effort Report to help to focus attention on the aspects requiring improvement.

7.3 For 'repeat offenders' whose name regularly features on the after-school detention lists for Stage 3 referrals, non-attendance at detentions and failure to complete work by the deadline set, HoYs and SLT members will make individual arrangements for them for a period of time so that they are 'strongly mentored' for a period of time. During this period, they will not be placed on detention lists as individual arrangements will be made for them.

7.4 For serious concerns (including where a student has been placed in isolation / excluded for 2 incidents or more during a school term, or for 3 or more incidents during a school year) a formal meeting will be held involving the student, their parent(s) / carers(s), the AHT (Student Support), HOY and SSO.

7.5 Following this meeting, if the profile of behaviour does not show significant signs of improvement, the Headteacher will call another meeting to stress the seriousness of the situation. Where it seems appropriate, the Governors' Disciplinary Committee will be convened. As appropriate (dependent on the circumstances), the students may be deemed to be at risk of permanent exclusion and this will be communicated to parents. In this situation, a managed move to another school will be considered as a means of avoiding permanent exclusion, as will other possibilities. 'In danger of permanent exclusion' will not act as a 'trip wire', such that any further misdemeanour would result in this ultimate sanction. However, there

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would be a very clear expectation at this stage that significant efforts to improve would be shown by the student concerned. In most circumstances, further episodes of violent, abusive or defiantly uncooperative behaviour could not be tolerated. Where the concerns related to disruptive behaviour in the classroom, progress would be monitored closely and, again, a continued trend of misbehaviour would result in permanent exclusion.

8. Responsibilities

8.1 All members of the school community have a shared responsibility to provide an environment characterised by mutual respect, consideration and cooperation.

8.2 All staff

Staff are expected to meet the 'Expectations of Staff' and implement the rewards and sanctions outlined above (with reference to the 'Table of Sanctions') using the procedures outlined below.

8.3 Teaching staff

Teachers (including cover supervisors and supply teachers) are expected to use the 3-Stage Classroom Discipline System during lessons. Teachers will organise and supervise the detentions that result from:

- students reaching Stage 2 of this system; and
- students not bringing the books that are needed for the lesson
- students not handing homework in on time.

8.4 Heads of Department

Heads of Department (HoDs) are responsible for the overall standard of behaviour in their curriculum area. They provide support and direction to colleagues in their team, using department report systems as required. HoDs also organise and supervise detentions that result from:

- KS3 students not handing in outstanding homework (following an extra 24 hours being allowed by their class teacher) or not attending their teacher's 15 minute detention for not handing homework in on time; and

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- KS4 students who have not handed in outstanding homework or coursework (following an extra 24 hours being allowed by their class teacher) or have not attended their class teacher's 15 minute detention for not handing homework or coursework in on time; and
- students not attending their teacher's 15 minute detention for not bringing the required books to their lesson; and
- other specified breaches of the Behaviour Policy outlined in the Table of Sanctions (leaving room without permission; having food or drink out in lessons)

HoDs also play their part on a rota of 45 minute after-school detentions for:

- students reaching Stage 3 of the Classroom Discipline System;
- other specified breaches of the Behaviour Policy outlined in the Table of Sanctions.

Also, HoDs and HoYs collectively staff the School's 'on call' rota (See Section 9.2).

8.5 Tutors

Tutors are responsible for reinforcing the Behaviour Policy with their tutees on a regular basis. This will include:

- checking uniform and (more generally) appearance;
- checking that students have the equipment they need for school;
- checking that students are making good use of their Planners;
- liaising with parents and staff to ensure that all are aware of pertinent information regarding their tutees' circumstances;
- providing support for tutees, whilst also supporting staff who teach them.

8.6 Student Support Officers

Student Support Officers (SSOs) play a crucial role in the implementation of the Behaviour Policy. They are responsible for:

- day-to-day communication with students, staff and parents about the behaviour of students in their year group;

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- maintaining good records of incidents, rewards and sanctions;
- organising after-school detentions and notifying students and parents of the arrangements;
- organising and supervising 15 minute break / lunch detentions for specific misdemeanours listed in the Behaviour Policy: lateness; failure to bring equipment; running through the school buildings (and other similar incidents);
- organising and supervising 30 minute lunch detentions for specific misdemeanours listed in the Behaviour Policy: unauthorised use of mobile phones or other electronic items during lessons; uniform and appearance infringements.

8.7 Heads of Year

Heads of Year (HoYs) have an overall responsibility for the welfare and educational achievement of students in their year group. They provide support and direction to their team of tutors and to the SSO for their year group.

HoYs are responsible for dealing with a range of incidents listed in the Table of Sanctions, namely:

- basic lack of courtesy (contact home and place on after-school rota);
- truanting (contact home and organise isolation from lessons);
- unauthorised photo or video images (contact home; isolation, as appropriate);
- use of another person's password (contact home and place on after-school rota);
- cyber-bullying (meet with parents; isolation);
- minor theft (contact home and place on after-school rota);
- leaving school site without permission (contact home and place on after-school rota);
- in possession of cigarettes, matches or lighters truanting (contact home and organise isolation from lessons);
- in possession of potentially harmful objects (excluding knives) (meeting with parents; judgement required); and
- tampering with a fire extinguisher (contact home + isolation).

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They are also responsible for organising and supervising 30 minute lunch detentions when 15 minute break / lunch detentions that have been set by their SSO have not been attended.

HoYs also play their part on a rota of 45 minute after-school detentions for:

- students reaching Stage 3 of the Classroom Discipline System;
- other specified breaches of the Behaviour Policy outlined in the Table of Sanctions.

Also, HoDs and HoYs collectively staff the School's 'on call' rota (See Section 9.2).

Heads of Year liaise with the Inclusion Team to place students in isolation, with involvement from the AHT (Student Support) where there are capacity issues.

They also monitor students' disciplinary records and ensure that the AHT (Student Support) is apprised of 'students causing concern' (see Section 7). HoYs convene meetings with students and parents (involving other agencies, as appropriate), place students on Year Group Report and devise and monitor Pastoral Support Plans.

Finally, HoYs also have a key role in ensuring that students' successes are acknowledged and celebrated, including outstanding contributions to the school and improvements in students' behaviour. Through liaison with year and school councils, they organise events as part of the School's ASPIRE rewards programme.

8.8 Assistant Head (Student Support)

The AHT (Student Support) is the key member of the Senior Leadership Team in overseeing the implementation of the Behaviour Policy.

The AHT (Student Support) provides support and direction for the HoYs and also oversees the work of the Inclusion Team (including the provision for internal isolation).

As appropriate (see Section 7), the AHT (Student Support) convenes meetings with students and parents (involving other agencies, as required) and devise and monitor Pastoral Support Plans and/or Common Assessment Framework plans.

The AHT (Student Support) liaises with the Headteacher over students causing serious concern (see Section 7).

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8.9 Senior Leadership Team

The Senior Leadership Team (SLT) are all responsible for providing leadership in the management of behaviour across the School.

Linked SLT members provide support and direction for HoDs in dealing with persistently poor behaviour in their curriculum area and supporting where work has not been completed satisfactorily and/or on time.

SLT members also staff an SLT detention rota for misdemeanours that are listed on the Table of Sanctions above, including non-attendance at 45 minute after-school rota detentions.

SLT members liaise with the Inclusion Team to place students in isolation, with involvement from the Assistant Head (Student Support) where there are capacity issues. They also manage the investigation of incidents that may lead to fixed-term exclusion and make provisional judgements for authorisation by the Headteacher (or Deputy Head, in the Head's absence).

8.10 Headteacher

The Headteacher has the overall executive responsibility for standards of behaviour within the School.

The Head (or Deputy Head, in the Head's absence) authorises all exclusions.

The Head (or Deputy Head, in the Head's absence) is directly involved in the oversight of investigations of any incidents that may lead to permanent exclusion, whilst not actually collecting the evidence.

The Head considers the profile of students causing serious concern (see Section 7), convenes meetings as required and involves the Governors' Disciplinary Committee, as appropriate.

8.11 Governors' Disciplinary Committee

The Governors' Disciplinary Committee has two functions:

- to meet with students and their parents / carers, together with the Head and other relevant staff, where there are serious concerns over a student's behaviour profile and the Head feels that governor involvement would be appropriate; and
- to review decisions made by the Headteacher, either to permanently exclude a student or to impose a fixed-term exclusion of more than 5 days.

9. Procedures

9.1 Referrals

As outlined in Sections 6.3 and 6.4, it is essential that information about disciplinary incidents is related to the right person as promptly as possible (generally at the next available opportunity and always within 1 working day).

Referrals should be made using the correct 'Referral Form' (hard copy or electronically), as this ensures that all necessary information is included. Where an incident requires further detail than the form allows, a further sheet can be attached. Hard-copy Referral Forms are multi-copy, carbonated forms; where Referral Forms are completed electronically, they need to be sent to various people, as outlined below.

One copy of all hard-copy referrals goes to the relevant SSO. Classroom-related referrals and those that report a failure to attend a 15 minute break/lunch detention (at subject leader level) should be copied to the relevant HOD (to keep them informed). For other referrals (as outlined in the table above), the second copy should go to whoever is listed as responsible for following up the incident. A third copy should go the student's tutor (for information).

It is absolutely essential that the correct documentation travels through the system as we cannot achieve the desired consistency of approach, or make a secure judgement about a student's behaviour profile over time, without this.

It is not practicable for the member of staff making a referral to be guaranteed feedback on what has happened. The structure is in place to provide the basis for consistent action but the person making the referral will need to be prepared to ask the person to whom the referral has been made (as outlined above) or the SSO, who should be in possession of a copy of all referrals together with knowledge of detention rotas and isolation / exclusion arrangements for individuals in their year group.

9.2 'On call' rota

Senior and middle managers support classroom teachers by staffing an 'on call' rota, whereby a teacher can get assistance from another member of staff who will take the student out of their lesson and keep them supervised until the end of the period. Students taken out of a lesson for poor behaviour will serve a 45-minute after-school detention. If a student's attitude on being removed from their lesson is not as it should be and there are concerns that the student may cause difficulties elsewhere, the student's HoY or a member of SLT should be contacted – the student may subsequently be isolated for a longer period.

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9.3 Detentions

Referral slips will automatically trigger a detention, as outlined in the 'Table of Sanctions'.

As appropriate (Stage 3 3-Stage Classroom Discipline System referrals and other referrals listed in 'Table of Sanctions' above), the relevant SSO will place the student on the after-school detention rota or the SLT detention rota in the next available slot (allowing 24 hours notice). Where a student already has a detention scheduled, they will be booked into the next slot. The detention rotas, including a record of attendance, will be available for staff to view using SLN2.

For after-school detentions scheduled due to failure to submit work of an appropriate standard by the deadline set, the teacher setting the detention will notify the SSO (through the appropriate referral slip) with details of when this is to be done. The SSO will then inform the student of these arrangements. These detentions are supervised by the member of staff who has set the detention or, through a departmental rota arrangement, by another member of the departmental team. HoDs and linked SLT members get involved where there are non-attendance and/or repeated non-compliance issues.

Break and lunch detentions should be written into the Planner (in the appropriate section) by the member of staff who will be overseeing them. This will help to remind a student who is later unsure of the arrangement also help to manage double-bookings.

9.4 Isolation

HOYs and SLT members are authorised to make arrangements for students to work in isolation. The overall management of provision is the responsibility of the Assistant Head (Student Support).

Following a period of fixed-term exclusion from school, students will generally work in isolation for a period of time (as illustrated in the 'Table of Sanctions'.

9.5 Exclusions

All exclusions are authorised by the Headteacher (or, in his absence, a Deputy Head). On a day-to-day basis, a recommendation to proceed with an exclusion will be made by a member of SLT. Therefore, it is essential that any incidents potentially meriting an exclusion are brought to the attention of a member of SLT as soon as possible.

Whilst an incident is being considered (with a view to a possible exclusion), the student(s) concerned should be kept out of general circulation, under supervision. It is important that incidents are investigated thoroughly, including collecting witness statements from anyone (students, staff and others) directly involved and others who may have witnessed what

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occurred. Statements should be signed and dated and, where possible, written independently without the opportunity for collaboration.

When a decision has been made, parents should be contacted as soon as possible (generally by the SSO, but in some circumstances by HOY or SLT member) and arrangements made for the student to go home. If this is not possible, they will need to be kept in isolation for the remainder of the day.

A readmission interview will take place involving the HOY and SSO and (as appropriate) the member of SLT involved in handling the incident. As shown in the 'Table of Sanctions', students spend a period of time in isolation following a fixed-term exclusion (generally an equal number of days).

10. Monitoring and evaluation

The effectiveness of this policy will be monitored through annual surveys involving students, staff and parents, together with formal observation of lessons and informal SLT lesson 'drop ins' and 'walkabouts'.

The policy will be reviewed by the Governors' Curriculum Committee, also on an annual basis.

Next Review Date: July 2016