



Harrison College Ltd

Personal Development, Behaviour and Welfare Policy

Every interaction with every young person matters every time. We believe that relationships are at the heart of the learning process and, fundamentally, behaviour is most effectively managed when there is a positive relationship between everyone.

A happy, productive and successful College rests on a clearly defined behaviour and rewards policy. At Harrison College we strongly believe in creating a positive environment for all members of the learning community. College staff, parents and students are to be made aware of the clear high standards of behaviour expected of all Students at all times. Students are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise. We also recognise that within a climate of inclusion there will be some students who need a personalised approach to their specific behavioural needs. The importance of taking a multi-agency approach to behavioural management is central to this. We also recognise that we may need to take the lead in consulting and communicating with other agencies.

The primary aim of this policy is not a system to enforce rules. Positive, constructive behaviour is encouraged by clearly defined rules but also a relevant curriculum matched to the ability of each student, and a fit for purpose environment celebrating the success and friendliness of our College. It is also a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Aims / Scope of Policy

The aims of this policy take into account legislation enacted by the Education Act 2011, which has replaced previous legislation (Education and Inspections Act 2006, Education Act 2002 NS Equality Act 2010).

Our aims are for all staff to:

- Deal with behaviour calmly and consistently
- Model acceptable behaviour
- Acknowledge good behaviours regularly
- Offer students strategies to deal with their emotions and choose more acceptable behaviours
- Be friendly and approachable
- Use de-escalations techniques

Our aim for all students is to:

- Feel safe and be protected from harm
- Be treated with respect and dignity and feel valued as an important member of College
- Understand that their actions have consequences
- For students to develop their own strategies for managing their own feelings and behaviour
- Learn how to deal with real life situations

1. Behaviour

Harrison College has high expectations for behaviour and recognises the importance of good relationships as part of this. Trust and respect as part of a good, well established relationship, takes time to develop. As a college we support students to develop these relationships and use the strength of adult-pupil relationships to deal with unacceptable behaviours. In any circumstances of a staff member dealing with challenging behaviour both staff and students will be supported to discuss the incident (where and when appropriate and in a way best suited to the student) in order to resolve it and to rebuild relationships. Following the discussion, it is important that good relationships are restored and that the incident is not commented on again, this ensures that positive relationships are restored. It is important that during the discussion the student is not criticised in any way and when possible, the discussion should be overseen by a third independent person to act as a mediator.

2. Expectations

- 2.1 Behaviour: students are required to follow the College's rules and behave with consideration and respect towards other students, members of staff and the public at large. This applies when in the College, travelling to and from the College, whilst on College trips and when identifiable as a Harrison College student.
- 2.2 Behaviour for Learning: students are expected to demonstrate positive attitudes towards their learning and demonstrate behaviours which develop their understanding. Students with poor behaviour for learning will be challenged using the strategies outlined in this policy.
- 2.3 Alcohol/Drugs/Aerosols or any illegal substances: students who come to College showing signs of being under the influence of alcohol or other intoxicants will be removed and their parents informed of the serious consequences that potentially follow, which is likely to be permanent exclusion or alternative provision.
- 2.4 Dangerous items or implements: items which can cause serious harm and pose potential risks to others, such as knives of any description or other items identified as dangerous by the Principal of the College. Items will be removed, and parents informed of the serious consequences that potentially follow. For example, permanent exclusion or alternative provision.
- 2.5 Smoking: students are not allowed to be in possession of or to use smoking materials on or near the premises at any time. Such materials will be confiscated and not returned to students.
- 2.6 Punctuality: students will be in the College and attend lessons at the published times including a period of registration.
- 2.7 Leaving College premises: students are not allowed to leave the premises during the College day, including lunchtime, unless there has been a written request from parents and permission is granted by the Principal.
- 2.8 Property: students are expected to treat their personal possessions, those of other students and the property of the College with due care and respect. Damage to the buildings and equipment of the College will be charged to the student's parents where the College deems appropriate.
- 2.9 Valuables: the College will not accept responsibility for the loss of or damage to any item of value, including; electronic equipment or money, brought into the College unless it has been given into the safe keeping of a teacher. Mobile Phones/electronic devices (inc. music players) may be brought to the College but must be switched off and in bags during lessons / learning sessions. Mobile phones can be used during free / social time during breakfast club and lunch time. Students must not access any form of social media whilst on site at the College.

Checklist for Effective Learning

We expect Harrison College students to:

- Arrive on time to lessons and enter teaching areas in orderly fashion.
- Respect resources provided by the College.
- Understand how important it is to get enough sleep.

'Core' Lesson Protocols for Staff

- Where students queue for lessons, ensure that this is in an orderly fashion.
- Students are expected to enter the classroom quietly and sensibly.
- Greet the group.
- All relevant books/equipment should be ready for the start of the lesson.
- Formally register your group.
- Lesson purpose/objectives are to be shared with students.
- Where students do not have basic equipment, i.e. pen/paper, provide them with whatever is missing.
- Seating arrangements of the class are clearly the prerogative of the teacher and a written seating plan is highly recommended including the identification of pupil premium / disadvantaged students.
- Independent study (if issued) must be given in sufficient time for all students to be able to record it.
- Lesson to have a formal closure with orderly dismissal.

3. Rewards

In order for students to be clear of the expectations for their behaviour The Golden Rules will be displayed in each teaching and learning space. This will be displayed and referred to regularly within the classroom. It is vital that students learn to understand the cause and effect of their actions by the use of the individual class rules and the upholding of whole college rewards.

All adults should use 'low level' rewards lavishly:

- Eye contact/Smile/ Positive attention/thumbs up
- Praise/Encouragement
- Three part praise (praise, student's name, what it's for). We regard these to be part of our everyday work and therefore to be 'good practice'

More formal 'structured' rewards follow:

- Mention in celebrations events
- Principal awards may be given for outstanding achievement or effort.
- Peer group praise
- Additional responsibilities

4. Attendance Rewards

Students will be rewarded for excellent attendance and maintaining a yearly attendance above 90%. At the end of the academic year students will be entered into a prize draw, gaining raffles tickets equating to the following attendance:

- 100% = 10 tickets
- 99% = 9 tickets
- 98% = 8 tickets
- 97% = 7 tickets
- 96% = 6 tickets
- 95% = 5 tickets
- 94% = 4 tickets
- 93% = 3 tickets
- 92% = 2 tickets
- 91% = 1 ticket

The students will be informed of the incentive and attendance will be discussed during tutorial time. The attendance draw prizes are to be confirmed.

Reward Cards

- All students must have their Reward Card in their student planner. These will be used to reward in class and around College for positive behaviours.
- All adults can award points for positive behaviours linked to the values.
- Once a Reward Card is completed this will be taken to the Principal. The student can achieve 3 levels per year, Bronze, Silver and Gold. Students will be able to claim the level and then keep the points to achieve the following level.

Bronze	4 x values	End of term Film Club
Silver	8 x values	£10 shopping voucher
Gold	16 x values	TBC (experience-based reward)

Students can receive points under the following categories: Lead, Believe, Achieve, Exceed

5. Sanctions

- 5.1. It is important for students to learn consequences for their actions. When a student displays unacceptable behaviours or does not follow the class rules adults play a key part in dealing with the situation that arises. Unacceptable behaviours can fall into two categories - low level behaviours or high level behaviours.
- 5.2. Low level behaviours are mainly those which can cause a small disruption to a lesson but offer no serious risk or disruption, e.g. talking, fidgeting etc. These low-level behaviours should be dealt with using a range of techniques within the classroom, such as moving the student to a different seat, eye contact, or verbal request. It is important that these behaviours are dealt with straight away in an effective manor so that the behaviour does not escalate or become a pattern.
- 5.3. High level behaviours which include more serious behaviours, where the student and those around them may be hurt/damaged or be at risk. In these situations, de-escalation techniques should be used around 95% of the time these should include:
 - Humour
 - Distraction

- Time out /cool down period
- Reassurance
- Simple listening
- Re-direction
- Change of face

For both low-level and high-level behaviours it is important that students incur sanctions or consequences in order to learn from their experiences. These could include:

- Time out: 'quiet time' on their own either in a quiet area or on a separate table continuing to do class based work. Timings will vary dependent on the classroom situation
- Student stays behind in College if an external visit was planned on timetable.
- If the student displays aggressive or inappropriate behaviour and Time Out has not worked, or the behaviour is considered severe, parents will be contacted and the student sent home for the remainder of the day.

If the behaviour continues on more than three different occasions, parents will be invited into College to discuss their child's behaviour with the Tutor/Principal and, where applicable, Social worker and a behaviour plan agreed.

Action will be taken to work with the student and family to ensure that this type of behaviour does not continue and the possible consequences will be discussed if the behaviour does continue, which could be exclusion from College for 3 days, 5 days and then permanent exclusion.

Severe behaviour including when a student receives phone messages should be recorded in the student's file.

The College will consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, College staff should follow the College's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the College should consider whether a multiagency assessment is necessary.

If a disruptive student is placed in an area away from other students for a limited period the College must act reasonably in all the circumstances. Any use of isolation would not prevent the student from leaving a room of their own free will and would only be considered in exceptional circumstances. The College will ensure at all times the health and safety of all students and any requirements in relation to safeguarding and student welfare.

6. Challenging Behaviour

6.1 Sometimes students can communicate in a way that their behaviour presents harm to themselves or others around them, or damage to objects. These behaviours do not go away easily because they have important functions:

- They give the student immediate relief
- They communicate (albeit inefficiently) the student's feelings and wants/not wants
- They have been practised so frequently that the student is very good at them.

This is detailed by the following the stages of the Continuum of Aggression:

- Calm
- Trigger
- Verbally Agitated

- Verbally Hostile
- Verbally Threatening
- Physically Threatening
- Physically Violent

These stages are hierarchical and students will progress through the stages at varying different rates dependent on the student.

- 6.2 Most behaviour evolves rather than changes and therefore there is no quick fix. When challenging behaviour occurs the staff working with those students may find the situation difficult and in need of support. After incidents of challenging behaviour, it is important that members of staff are given the necessary support. They should be given time to complete the incident forms. Time should also be allocated for staff to be debriefed by a third party. Students should also be debriefed in any format of whatever is most appropriate to them. This helps to rebuild relationships that otherwise may breakdown.

Consequences to behaviour incidents

Restorative justice (RJ) is an important tool in developing student's skills in taking responsibility for their actions and solving conflict. It is a key component of our Behaviour for Learning policy and is designed to ensure that all students understand the importance of accepting responsibility in certain situations and agreeing a mutually beneficial resolution to incidents that occur. It is important for colleagues to ensure that an apology is obtained from the student involved as soon as incidents arise as a basis for future co-operation and the maintaining of successful relationships based on empathy and forgiveness. A fresh start affords both parties an opportunity to move forward together.

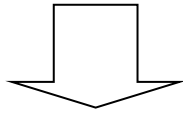
7. Behaviour Plans

- 7.1 Behaviour plans are a working document which, after two incidents of challenging behaviour, **teaching staff will create for a student with support from the College team** if needed. The aim of the behaviour plan is for it to be an accurate representation of what behaviours a student may exhibit but also the best methods for dealing with each behaviour.
- 7.2 Behaviour plans should note and highlight triggers as well as day to day advice for working with the student. This should include individualised reward/consequences or extra methods of support. The main aim for all challenging behaviour is for triggers to be managed effectively or removed where possible and early intervention is paramount.

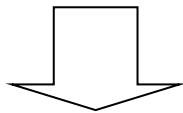
8. Incident forms

Following any incident staff are required to complete incident forms which will form part of the behaviour plan and any further support staff/students require. Incident forms are vital in forming a bigger picture of the student and their behaviours which, when analysed, can pick up on any patterns or triggers which many not be immediately obvious. It is important that incident forms are completed with 24 hours of an incident and they include relevant details that can paint a picture to those not present.

Student engages in unacceptable behaviour

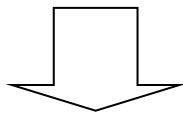


Attempt de-escalation and refer to individual Behaviour Support Plan

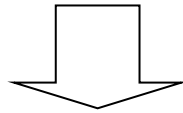


Behaviour continues / escalates

Support from SLT



SLT manages behaviour, removing the students from the learning environment



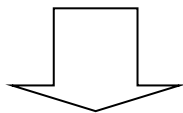
Student returned to the learning environment when it is safe to do so. Restorative justice conversation to take place with the Teacher before re-entering.

What triggered your unacceptable behaviour?

How did you feel?

What can we do differently next time?

Suggestion of how the student can positively manage their emotion



Incident form submitted to the Principal

Review Behaviour Support Plans

Adapt Behaviour Support Plan

9. Disciplinary and Exclusions

- 9.1 All College staff are expected to challenge inappropriate behaviour. If the inappropriate behaviour persists, staff are expected to take the issue to the Principal along with the information about the steps taken to address the behaviour. This can be done through completing a Cause for Concern Form. A record must be made on the student's file.
- 9.2 Although minor behaviour can be dealt with, it is recognised that persistent minor behaviour issues can have a detrimental effect on not only the student but the rest of the group. This is why it is important for staff to follow the procedure and use the tutorial process to try and change behaviour prior to using sanctions. The Principal will speak to the student and look at the best way of moving forward, it might be decided that the discussion is sufficient and no further disciplinary action is needed. Major behaviour incidents should be reported directly to the Principal, in most cases these types of incidents would be as a result of actions that have been intended to threaten or harm students or staff. The continuation of persistent minor misbehaviour that is having a negative effect on the group should also be referred to the Principal.
- 9.3 No disciplinary action will be taken against a student until the circumstances have been investigated. In the case of alleged gross misconduct, it may be appropriate for students to be asked not to attend College until an incident has been investigated further (for their own or others' safety or to ensure a fair investigation). If this is the case, then the Principal must ensure that parents/guardians are informed. If appropriate, the Principal may ask a student not to attend College whilst the investigation is carried out. The Board of Directors must be informed if a student is suspended pending investigation.
- 9.4 At every stage, a student has the right to be advised of the reason for disciplinary meetings, to hear the evidence against him/her and to state his/her case.
- 9.5 If a student does not attend a disciplinary meeting which he/she has been instructed to attend, the meeting can take place and a decision made in his/her absence.
- 9.6 Where any member of staff has reason to believe that a student is at risk of significant harm e.g. sexual abuse, grooming, radicalisation or sexual exploitation, the member of staff should alert the Safeguarding Lead, so that appropriate safeguarding and protection action can be taken. The staff member will still continue disciplinary proceedings under this procedure.
- 9.7 If the student is aged 16-18, or considered to be vulnerable, they have the right to have a parent/guardian accompany them to the meeting. In the absence of a parent or guardian a member of support services may accompany the student.

10. Possible outcomes of a Disciplinary Hearing

- Stage 1 disciplinary outcomes include verbal warnings and an action plan. Verbal warnings will be disregarded after one full term.
- Stage 2 disciplinary outcomes include first written warnings and an action plan, these will be disregarded after 1 academic year, final written warnings after 2 academic years, and records of exclusions will be kept indefinitely.
- Stage 3 disciplinary outcomes include suspension or expulsion from College

Depending on the seriousness of a student's actions, or the persistent disregard for College procedures, a student can be disciplined through this procedure at the stage which the College considers to be the most appropriate. In extreme circumstances for example, Gross Misconduct, a student can be taken straight to Stage 3, without having to go through Stages 1 and 2.

11. Disciplinary Offences

The following are some examples of misconduct. **This is not an exhaustive list and each incident will be reviewed individually.**

- Any breach of health and safety or other procedures of the College, as outlined at Induction.
- Any bullying (including cyber bullying), intimidation, taunting (including any racist or homophobic comments), verbal abuse or the use of any violence or threat of violence towards any person.
- Any failure to follow the reasonable instructions of a member of staff.
- Deliberately or by gross negligence causing damage to any College buildings, equipment, books or furnishings or any property of others.
- Any misuse of substances as defined by the Drug and Alcohol Misuse Policy, any interference with hardware, software or data belonging to or used by the College or other students.
- Any smoking within College buildings; or any centres used for College activities.
- Any cheating, plagiarism or copying of the work of other students.
- Any unduly noisy or any unruly behaviour or the use of foul or abusive language.
- Disrupting any class or any other College activity, whether or not involving staff or other students.
- Any behaviour which is socially or sexually offensive.
- Any behaviour which is racist, sexist, or discriminatory against others on grounds of their disability, religion, sexual orientation, transgender identity, age.
- Any behaviour which could bring the College into disrepute; (e.g. posting inappropriate messages on social media about staff or other students, committing a criminal offence).
- A significant drop in attendance which has a negative effect upon academic performance.

12. Gross Misconduct

To protect the learning environment, the College takes seriously any breaches of College policies and will follow the College's Student Disciplinary Procedure should this happen. Furthermore, this Disciplinary Procedure will be used in cases where students are involved in:

- Theft of any kind.
- Threatening behaviour or assault.
- Discrimination of any kind (including racial, homophobic and disability).
- Bullying or harassment including cyber bullying.
- Deliberate damage to property (College and personal property).
- Endangering the health and safety of others.
- Any potentially criminal activities affecting the College or other students.
- Possession and/or use of alcohol.
- Possession and/or use of illegal substances.
- Cheating, plagiarism, forgery and gambling.
- Inappropriate access to web material deemed unsuitable.
- Inappropriate use of College email.
- Committing a criminal offence.

13. Breaching a suspension

Breaching a suspension will be regarded as a further serious breach of the disciplinary code, and subject to further disciplinary action.

14. Variations and Amendments

Looked After Children/Children in Care and care leavers:

The Safeguarding Lead must be informed of the suspension of any such students, or any disciplinary action which may result in a looked after child being excluded from College.

15. Criminal Offences

Where any member of staff has reason to believe that a student may have committed a criminal offence, the College may refer the matter to the police and may continue disciplinary proceedings under this procedure or suspend the student pending outcome with the police. The College reserves the right to recommence proceedings under the disciplinary procedures once any criminal proceedings are known.

16. Amendments

It may be necessary to change some procedural aspects of this code. The College may make such changes as it sees fit subject to informing the student concerned and subject to consideration of fairness. Without limitation, such changes may include disciplinary or appeals interviews being conducted by different persons due to absence, or if the person who would otherwise be conducting the interview had previously had close personal involvement in the matter to be considered. The College may amend this code from time to time.

17. Format and procedures for student disciplinary cases and appeals against warnings

17.1 Disciplinary Cases:

The disciplinary procedure may be exercised by any member of staff who has appropriate authority.

- Stage 1 (Inappropriate behaviour) of the disciplinary procedure may be dealt with by way of an investigation and disciplinary interview. The member of staff conducting the interview reserves the right to exclude the student if the Behaviour Policy is breached. If the student does not attend any interview, disciplinary action may proceed. This is the initial stage of the disciplinary process. A formal meeting with the student will explain the inappropriate behaviour. The student must be informed they are in Stage 1 of the disciplinary process. The meeting should be conducted as soon as possible after the incident has been identified and within one week. The Principal can chair the meeting. The student may be accompanied by their parent or guardian. Possible outcomes of the meeting are (1) No Action or (2) A Verbal Warning with an action plan to improve and parent/guardian informed. The meeting will be recorded on the individual learner record. The student may appeal in writing within five working days of the meeting to the Principal.
- Stage 2 (serious and repeated misbehaviour) will be dealt with by way of an investigation and a disciplinary hearing. The student may be suspended. The disciplinary hearing will be conducted fairly by the Principal. The second stage of the disciplinary process is for persistent inappropriate behaviour, failing to meet stage 1 action plan or for more serious allegations. Students must be informed they are at Stage 2 of the process. The meeting should be

conducted as soon as possible after the incident has been identified and within one week. The student will be presented with their conduct and then invited to present their statement. The student may be accompanied by their parent or guardian. Possible outcomes of the meeting are (1) No Action or (2) A Written Warning with an action plan to improve and parent/guardian informed. The meeting will be recorded on the individual learner record. The student may appeal in writing within five working days of the meeting to the Principal.

- Stage 3 (gross misconduct) of the disciplinary process is for serious and gross misconduct, and for when students have failed to meet the terms of the action plan at Stage 2. Students must be informed there are at Stage 3 of the process. The Principal will hold the disciplinary hearing within 7 working days of suspension or the incident. The Principal will explain the process to the student and the parent/guardian and present the conduct issue. The student will be given the opportunity to present their statement. The student may be accompanied by their parent or guardian. Possible outcomes of the meeting are (1) No Action or (2) A Final Warning with an action plan to improve or (3) Exclusion. If exclusion is an outcome this will be confirmed with the student and their parent or guardian as appropriate within three working days of the hearing. The outcome will be recorded on the individual learner record. The student may appeal in writing within five working days of the meeting to the Principal.

Note 1: At any time during the operation of this procedure either party has the right to request an adjournment, the adjournment request will be considered by the Principal and, if considered reasonable, it will be granted.

18. Making an Appeal

- 18.1 Students who wish to make an appeal must do so in writing, within five working days from the outcome of the meeting.
- 18.2 An appeal hearing will be held with a Member of the Board of Directors. Any appeal must state the grounds for appeal. The grounds for appeal are:
- The punishment is too severe for the offence
 - The student is not guilty of the behaviour of which he or she is being accused
 - The Procedures have not been followed.
- 18.3 An appeal hearing will be arranged within 10 working days of the notice of an appeal being lodged.
- 18.4 An appeal hearing will be arranged which will follow the same format as a disciplinary hearing as detailed above, save that the student or Parent/Guardian will start the hearing by explaining the grounds for his/her appeal.
- 18.5 The final decision of the appeal panel will be communicated in writing to the student and parent/guardian within 2 working days of the appeal panel interview. The decision will be final.

19. Exclusion Procedure

A decision to exclude a student, either for a fixed period or permanently, is seen as a last resort. The College is responsible for communicating to students, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for Exclusion:

- Serious breach of the College's rules or policies.
- Risk of harm to the education or welfare of students or others in the College.

Any exclusion will be at the recommendation of the Principal and at the discretion of the Board of Directors.

Temporary Fixed Term Exclusion:

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or Cumulative Problems:

Exclusion for a period of time from half a day to 15 days for persistent or cumulative problems would be imposed only when the College had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the learner
- Mentoring
- Monitoring Report
- Discussions with parents/carers
- Target setting
- Checking on any possible provocation
- Detention
- Mediation
- Counselling
- Internal exclusion

Exclusion will not be used for minor incidents (e.g. lateness, or poor academic performance).

Single Incident:

Temporary exclusion may be used in response to a serious breach of rules and policies or a disciplinary offence. In such cases, the Principal, or in the Principal's absence, the Vice Principal, will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the College's policies. The student will be encouraged to give his/her version of events and the Principal will check whether the incident may have been provoked, for example by bullying or racial harassment.

The decision to exclude a student rests solely with the Principal.

Permanent Exclusion:

A permanent exclusion is a very serious decision and the Board of Directors will consider the Principal's decision to exclude before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of College rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal drug on the premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Theft from College or a Work Placement setting.

The Decision to Exclude:

If the Principal decides to permanently exclude a student, he/she will:

- Ensure that the approved exclusion procedure is followed.
- Ensure that there is sufficient recorded evidence to support the decision.
- Explain the decision to the student.
- Contact the parents/carers, explain the decision and ask that their child be collected.
- Send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return.
- Plan how to address the student's needs on his/her return.
- Plan a meeting with parents/carers and student on his/her return.
- Exclusion should not be enforced if doing so may put the safety of the student at risk. In cases where parents/carers will not comply, for example, refusing to collect their child or young person, the student's welfare is the priority.

Behaviour Outside College:

Students' behaviour outside the College on College business e.g. trips or work placement, is subject to the College's Behaviour Policy. Unacceptable or poor behaviour in such circumstances will be dealt with as if it had taken place in the College.

For behaviour outside the College, not on College business, the Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the College body as a whole, or if it is deemed to be damaging to the reputation of the College.

Marking Attendance Registers Following Exclusion:

When a student is excluded temporarily, he/she should be marked as absent using Code E.

Managed Move:

Managed Move may be considered in cases where the Principal and parents/carers agree that the progress of the student has been unsatisfactory, and the student is unwilling or unable to profit from the educational opportunities offered. This is not exclusion and, in such cases, the Principal, along with the Local Authority, will assist the parent/carer in placing the student in another educational setting.

Removal from the College for Other Reasons:

The Principal may send a student home, after consultation with that student's parents/carers and a health professional as appropriate, if the student poses an immediate and serious risk to the health and safety of other students and staff, (for example, because of a diagnosed illness such as a notifiable disease). This is not an exclusion and should be for the shortest possible time.

Fixed term exclusions may be used, again after SLT planning meetings and discussions and probably only after an exceptional incident where a pupil or member of staff has been violently assaulted and a cooling off period is needed.

Permanent exclusions will be extremely rare and as an absolute last resort. A permanent exclusion would never be arrived at without planning meetings and consultations with parents, psychologists and LA representatives. It is, however, a course of action available probably at a point when student or staff safety is severely compromised.

Appendix 1

Roles and Responsibilities

The classroom teacher (including mentors /cover supervisors where appropriate):

Most inappropriate behaviour in the classroom can be avoided through the planning of effective lessons that meet the needs of the class and when the class teacher outlines and insists that the College's clear expectations are followed, consistently applied and communicates the following principles at all times:

- Respect for others' rights, notably those of the teacher to be able to teach his/her lesson as planned and the other students to be able to learn.
- Fair and honest treatment of any person in the room.
- Co-operation between teacher and students.

It is expected that the teacher will be proactive in ensuring good behaviour by:

- Understanding the needs of the class with specific attention made to the EHCP and Behaviour Support Plan.
- Having a class seating plan based upon the needs/strengths of the students.
- Communicating classroom standards clearly.
- Being punctual to lesson and positively meeting and greeting students before each and every lesson. Students must not be delayed at the end of lessons where this will affect someone else's lesson.
- Completing the attendance register at the start of every lesson.
- Leaving the room in a good state for its next user.

Teaching Assistant:

- To support students in conforming to the expectations of the College (as set out in other documents).
- To reinforce College discipline procedures and use sanctions and rewards where appropriate.
- To reinforce the codes of conduct both within the classroom and generally around the College.

Senior Leadership Team:

- To support all staff as and when required.
- To actively patrol the College when on call to help prevent behaviour incidents escalating and to deal with disciplinary problems as quickly as possible.
- To provide the means for individual students to be isolated from the rest of the College when the situation requires this.
- To communicate directly with parents/carers over serious cases.

Appendix 2

Behaviour for Learning

1	Outstanding <ul style="list-style-type: none">• You are ready to learn immediately at the start of lesson.• You contribute to the lesson throughout and ask questions which further develop your understanding.• You complete all work including higher level challenge questions.• You work independently and demonstrate aspiration to work beyond expected levels of progress.• You seek feedback to improve your work.• You seek extra challenge and persevere.
2	Good <ul style="list-style-type: none">• You arrive to lesson ready to learn.• You contribute to the lesson throughout.• You work well independently when required.• You work well with others and will not let others prevent you from doing your best.• You improve your work based on all forms of feedback.• You attempt challenging work with a positive attitude.
3	Inconsistent <ul style="list-style-type: none">• Your behaviour for learning could be mostly good however something has let you down, this could be:<ul style="list-style-type: none">○ You are not on task <u>all</u> of the time and needed a reminder to concentrate○ You are not fully equipped○ You are not putting in 100% effort○ You do not contribute to the lesson• You are not making expected progress.
4	Serious Concern <ul style="list-style-type: none">• Your behaviour for learning requires the teacher to give verbal warnings, yellow or red cards which may be because:<ul style="list-style-type: none">○ You do not work independently when required and go off task○ You talk at inappropriate times or shout out○ You distract learning• You have a negative effect on the lesson.• You are not making expected progress