

BEHAVIOUR POLICY

June 2017

GOOD BEHAVIOUR (REWARDS AND CONSEQUENCES) POLICY

Purpose of the Policy

The purpose of the Good Behaviour (Rewards and Consequences) Policy is to create a positive, caring and learning environment for everyone within our community by:

- Demonstrating good behaviour and discipline in all areas of College life.
- Ensuring all members of the community are shown respect and show respect for others.
- Encouraging a positive approach to behaviour through a clear rewards process that is consistently applied by all staff.
- Ensuring all staff consistently implement procedures for rewards and consequences fairly and consistently.
- Endeavouring to ensure all members of the College work and learn in a safe and clean environment; it is the responsibility of everyone to ensure that this is maintained.

The outcomes of the policy will be:

- To promote behaviour for learning that enables success within the classroom, as well as behaviour for life that prepares young people for the world around them.
- To support students to achieve personal academic success
- To help students to grow into caring, tolerant and respectful young people who are valued members of their community.

The Impington Experience Code of Conduct

The Code of Conduct is based on the Impington experience and underpins everything we strive to achieve through good discipline.

High Expectation: All students will strive to achieve at the highest level possible. This will be achieved by being on time, in correct uniform, prepared to learn with full equipment, ambitious, proud of our community, caring and patient, and intolerant of bad behaviour.

Enjoy and Engage: All students have a right to enjoy College life. The expectation is that all students are kind, warm, pleasant, tidy, cheerful and orderly in College.

Challenging: All students will be prepared for the challenges College life brings and persevere even when things are difficult.

Inclusive: All students will be comfortable and safe within College. Within our community we will celebrate difference, be tolerant and kind, understand the needs of individuals and show respect to all.

Differentiated: All students will be open to try different ideas and approaches.

Excellent Progress: All students will know their College targets and be willing to take and act on feedback. Continually striving to be the best they can. Complete all class and homework to the best of their ability on time.

Rewards and celebrating achievement

Impington Village College believe that rewarding students' positive behaviour and application is the most effective way to raise self-esteem and motivation, and have a significant impact in promoting a positive learning environment.

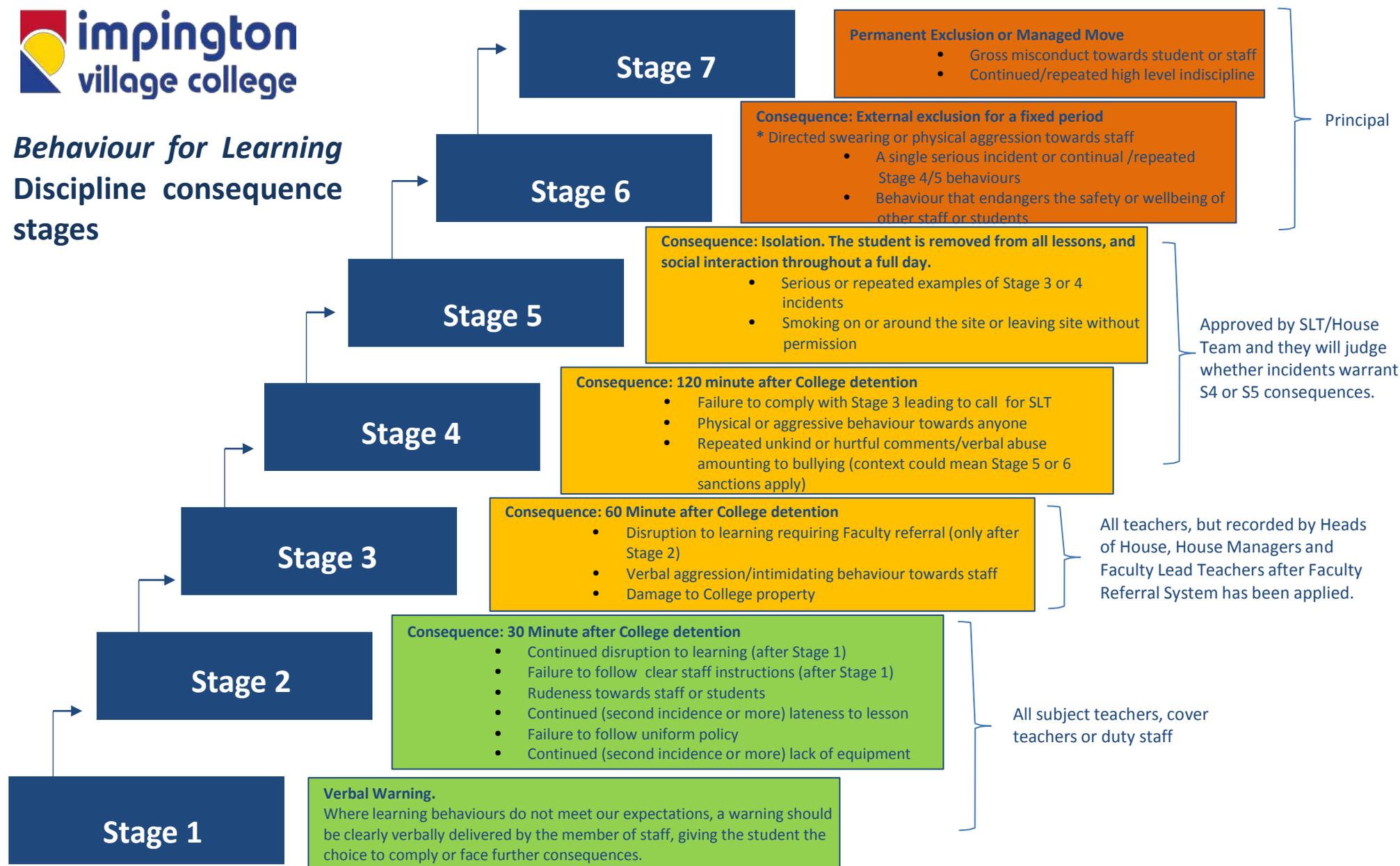
All students need to feel that their achievements are recognised. Rewards should outweigh sanctions by a ratio of 5:1.

(Appendix 2 Behaviour for Learning Rewards and Praise)

Consequences

For students who do not meet the expectations of the code of conduct will receive a sanction following the Behaviour for Learning Discipline Consequence Stages. (Appendix 1)

Behaviour for Learning Discipline consequence stages



Every Stage 2-5 incident must be recorded on SIMS by the member of staff. It is the responsibility of the student to attend the detention and failure to do so is not a valid reason for non-attendance to a detention or sanction. Please note that this list is by no means exhaustive or exclusive. Consequences to incidents will be issued based on the context and circumstances.

Monitor Behaviour / Reports

The College uses a range of reports to promote, monitor and engage students' discipline. Specific target setting is vital in promoting good discipline.

Faculty Report	Learning Tutor Report	Head of House Report	Individual Behaviour Plan (IBP)	Personalised Behaviour Plan/ Pastoral Support Plan
Managed by the class teacher and Faculty Leader to focus students learning within a specific curriculum area.	Managed by the Learning tutor to focus students and provide support. Failure to engage will result in progression to Head of House Report.	Managed by the Head of House to provide clear targets and focus for students.	An IBP is to focus a student's learning in the curriculum area. Targets will be agreed by the leading member of staff, student and parents. Failure to meet targets will result in the student moving to the next stage.	This is used for students who are not meeting IBP targets. Amended provisions and external agencies may be used to support progress. Managed by Head of Personalised Learning and CET.
			IBP Level One Managed by a member of CET.	
			IBP Level Two Managed by the Head of House.	
			IBP Level Three Managed by the House Manager.	

IMPINGTON VILLAGE COLLEGE EXCLUSIONS, REMOVAL FROM MAINSTREAM LESSONS AND ISOLATION POLICY

This document should be read in conjunction with the College's Good Behaviour (Rewards and Consequences) Policy.

Exclusion

Definition of exclusion: the Principal decides that a student is placed out of College for a fixed or permanent period as a consequence of unacceptable or unmanageable behaviour. During a period of fixed term exclusion work will be provided by the College for the student to complete. The kinds of behaviour that could result in exclusion are:

- Stealing
- Major environmental damage
- Verbal /physical abuse including racial, sexist, religious and homophobic abuse towards student(s) / staff
- Despite all sanctions, students persist in blatant disregard of the IVC Code of Conduct
- Students are caught in possession of alcohol, weapons or illegal substances
- Disruption of an examination.

'Excluded' status is not the same as short-term isolation or removal from mainstream lessons. Exclusion is noted on a student's 'record' and has to be reported on transfer to other educational establishments.

Exclusion can be fixed term: a period of 1 – 5 days depending on the seriousness of the incident. In exceptional circumstances, a student could be fixed term excluded for more than 5 days, but the College would make educational provision. Following a fixed term exclusion parents MUST attend a re-admission interview before a student is reinstated in mainstream lessons.

Permanent exclusion (from mainstream school at the College) means a recommendation has been given by the Principal to exclude a student permanently from College. The College very rarely will move to permanent exclusion, which would acknowledge that the relationship between the College and a student is irrevocably broken.

Any of the following could result from such a recommendation:

- Permanent exclusion could be avoided because the College, the LA and parents agree a managed move to another school using the Managed Move Protocol
- The student's case could be referred to the South Cambs Inclusion Partnership panel to determine an education placement outside of the College.
- Permanent exclusion from Impington Village College.

Only the Principal can approve the exclusion of a student and s/he should only do so having considered the following:

1. The nature of the offence
2. Whether the matter has been investigated properly (written statements, witness statements all considered) and the balance of proof satisfied
3. The student's version of events heard and recorded
4. Any mitigating circumstances or special considerations weighed (eg SEND)
5. The previous involvement of the Student Support Team and if there is a CAF for the student
6. Whether alternative strategies have been previously deployed
7. Who else might need to be consulted (SENCo, ESLAC teachers, social worker, child protection officer)
8. Precedents regarding length of exclusion.

Notification of exclusion

When the Principal has decided to exclude the College will:

- Inform the parent by telephone straight away
- Write an exclusion letter based on the LA template and ensure that it is received no later than the following day.

Managed Move Protocol

A managed move instead of a permanent exclusion may be suitable for some students, especially for students for whom a 'fresh start' might enable them to achieve. IVC follows the LA protocol for managed moves.

Governors' Discipline Committee

The Discipline Committee is responsible for reviewing the decision of the Principal to permanently exclude a student. Parents are informed by the exclusion letter that they have the right to have an exclusion reviewed. The Discipline Committee has limited powers to either uphold or overturn the Principal's decision to permanently exclude.

Typically would not expect Discipline Committee to reinstate a student who has been permanently excluded for:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which would include racist and homophobic bullying) or repeated possession and/or use of alcohol, and an illegal drug on school premises.

Independent Appeal Panel

The role of the Independent Appeal Panel is to review the permanent exclusion and Discipline Committee decision.

An Appeal Panel may:

- Uphold the decision to exclude; or
- Direct immediate reinstatement or reinstatement at some future date

Isolation

Isolation is used to sanction disruptive behaviour around College for less serious infringements of the College Code of Conduct. Students are given work to do in a room away from their peers for no more than one College day and sometimes as little as a single lesson. Isolation is also used to allow staff and students a 'cooling down' period or to allow an incident to be investigated. Isolation is recorded and reported to parents but is not passed on as part of a student's record. There is no need for a reintegration or readmission meeting following a period of isolation.

Appendices (kept in College exclusion protocol folder)

1. The Managed Move Protocol
2. Model letters to parents