

Behaviour Policy

*Through aspiration and
endeavour, we flourish.*

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This policy is a temporarily adapted version of our main policy to respond to the reopening of schools during the COVID -19 Pandemic. Any adaptations to our usual policy are written in red.

Introduction

Our vision is to be an excellent college and to create a positive educational experience that cultivates high self-esteem, allows pupils to flourish and ensures that all members of the school community can take advantage of learning opportunities, both curricular and extra-curricular, in order to prepare them for the next stage of life. We will promote, and expect, the highest standards of student behaviour so that high quality learning can take place and so that all students can feel happy and safe to come to college. Positive relationships are at the heart of our behaviour management and the cornerstone of all successful behaviour management.

Our overarching principle which forms the basis of this policy and all decision relating to behaviour is that all rules, instructions and decisions are taken with students' safety, learning and achievement at the heart of them. In our classrooms the teacher is the authority figure and students are expected to follow **all instructions, first time, every time**, to ensure a positive environment for learning. Strong relationships and well-planned lessons are the key to a positive learning environment. We expect our students to be focused on their learning **100% of the time** as this will enable them to do their best. The clear expectation of following instructions also extends beyond the classroom and in response to all adults in the organisation.

Please note that our environment has been radically altered to offer the safest operating procedures for pupils and staff which may not be those best designed for optimal learning or wellbeing but are in accordance with government guidance issued.

Our students, staff and wider community form part of the 'CVC Way'; this being a shared set of values that contribute towards our collective ethos and distinguish us from other educational establishments. The CVC Way highlights that we are:

- Deeply **committed** to our education, the knowledge that is gained from our studies and to making a positive difference;
- Quietly **proud** of our college, our achievements and our contribution to the community;
- **Caring** and supportive to others in our communities;
- **Polite** and well-mannered at all times to every member of our community;
- **Grateful** for all of the support we receive and for the privileges that we have in life.

The CVC Way also guides us towards further improvements as a whole and identifies that, in order to become even better, we must:

- Do everything we can to stamp out all forms of bullying, discrimination and unpleasantness whilst promoting an ethos that values diversity and promotes acceptance through our educational program.
- Ensure that we can acknowledge our collective privilege and look at ways to support those who are less-privileged through a variety of channels.

Excellent behaviour

Excellent behaviour at CVC

Excellent behaviour at CVC is where students demonstrate that they can follow all expectations laid out in the code of conduct below. This is listed in the student planner **except for the additional covid-19 related points in red.**

Code of Conduct

- Respond appropriately to **all reasonable requests**.
- Behave in a **responsible manner**, showing respect and courtesy for everyone.
- **Not disrupt** the learning experience of others.
- Move about the school with **awareness for others**; walking not running, keeping to the left on stairways, holding doors for others and not cutting across flowerbeds.
- Know that physical, cyber or verbal **abuse of others is not acceptable** and **will not be tolerated**.
- Wear the correct school uniform and follow the College 'Uniform and Standards of Dress' code.
- Be **punctual** to school and to lessons and bring the correct equipment.
- Keep the classroom, corridors and outside areas **clean** and free from litter or gum and **never spit on site**.
- **Demonstrate appropriate hygiene standards at all time by washing hands frequently and avoiding coughing/sneezing in the direction of others.**
- **Always maintain a safe social distance from peers as directed by the college when possible and abide by all reasonable adjustments to daily processes.**

Achieving excellent behaviour in the classroom and around the college

Clear expectations and consistent routines are key to excellent behaviour. Both staff and students have clear daily routines that are carried out and followed (see Appendix 1 and 2). Teachers consistently model high expectations of student behaviour and explicitly teach the routines they expect students to follow in their classrooms and around the school. These messages about high expectations of student conduct are reinforced regularly through assemblies. Where students choose not to meet these high expectations, teachers respond to correct these behaviours in a calm, assertive manner and, where appropriate, apply a sanction. Student learning and staff teaching is paramount, and disruption of any kind will not be tolerated. To protect learning and development of knowledge, the following warning system will be applied (more information in the "Sanctions" section):

- Verbal Warning (VW)
- Written Warning (WW)
- Removal (R)

Our whole-school approach to our behaviour procedures, how each member of teaching staff manages behaviour in their own classrooms, and how all members of staff communicate high expectations to our students in all areas of the college, are influenced by research and readings from the most well-known names in the field of behaviour management in education. Our commitment to further improving behaviour standards pays specific attention to the following, of which our key readings can also be found in the appendices of the policy:

- ***Teach Like a Champion*, Doug Lemov**
- ***Creating a culture: how school leaders can optimise behaviour*, Tom Bennett**
- ***Behaviour Management: A whole-school approach*, Bill Rogers**
- **"REBOOTING BEHAVIOUR AFTER LOCKDOWN- ADVICE TO SCHOOLS REOPENING IN THE AGE OF COVID-19", Tom Bennett**

Rewards

The college is committed to recognising and celebrating the achievements of our students. Achievement points, or SHINE points, are logged on SIMS and monitored by Form Tutor, Year Coordinators, Progress Leaders and the Senior Leadership Team. Verbal encouragement, positive feedback, SHINE points, communication with parents/carers, certificates and prizes are awarded to celebrate students' achievement and excellent attendance.

SHINE encourages and promotes positive behaviours both in school and through extra-curricular events.

Aims:

- to showcase all different types of progress and the impact that can be achieved through displaying positive behaviours
- to improve participation *in life* by all students, no matter their background
- to enable all students to recognise their own achievements
- to encourage all students to set goals

There are five categories in the SHINE initiative:

S (Succeed), H (Help others), I (Inspire), N (Never give up), E (Engage)

To achieve the respective SHINE awards, student collect evidence relating to each of the areas that make up SHINE that are detailed in the student planner.

Further to the SHINE awards, positive behaviours both in class and outside of lesson time are recognised via the SHINE points system. For positive behaviours in lesson and around the college, a SHINE point is added to SIMS by a member of staff which is communicated to parents via the Astrea app. If there are achievements or events that clearly warrant a higher reward SLT, HoF and PL can log a 5-point reward whilst teachers can also select a "Star of the lesson" for each of their lessons.

SHINE POINTS

5 points
Outstanding achievement – for use by SLT/ PL / HOF
Star of the lesson
1 point
S – Succeed
H – Help Others
I – Inspire
N – Never Give Up
E – Engage
Prom Point for Year 11 only

Termly Celebration Assemblies

Each term concludes with an assembly for each year group in which prizes and certificates are awarded for the following:

- Most SHINE points
- Star of lesson
- Student of the term
- SHINE awards
- Sporting accolades

We also award certificates to students to celebrate excellent attendance per term and for the whole academic year.

Other Rewards

Each subject area, and even individual teachers, may have their own unique ways to recognise and reward students' achievements in their subject. Further to this, students may also find their efforts being recognised for their contribution around the college or in their form groups. Some of these rewards may include:

- A class accolade;
- An invitation to a Principal's breakfast;
- Queue jump passes for the lunch queue;
- Postcards, praise e-mails or positive phone calls home.

Sanctions

At CVC we will not tolerate any behaviours that compromise the learning, safety, or the wellbeing of others. We ensure that we have fair and consistent systems in place to deal effectively with such behaviours.

Any child who chooses not to meet our expectations will be issued with a sanction. In the majority of cases we use a simple system of lunchtime detention for minor infringements, or after-school detentions for more serious incidents which are swift and transparent. Parents / carers are notified that their child is in after-school detention the following day to enable them to change end of day arrangements. Please note that a mini-bus service operates to all areas serviced by school buses on the same day as after-school detentions.

Sanctions are issued as behaviour points which link to a centralised detention system and are communicated to the relevant members of the pastoral team to ensure students have the opportunity to consider and correct their behaviour. Where students are finding it particularly difficult to meet expectations, we work more closely with students and their families to ensure they have every opportunity to succeed and conform to the college's expectations.

Teachers will implement a range of behaviour strategies to ensure a positive learning environment. If a student then chooses not to meet our expectations they will be clearly instructed that they have a **Verbal Warning (VW)**. If they continue to fail to meet expectations following the VW they will be issued with a **Written Warning (WW)** which will be written on the board at the front of the class, recorded on SIMs by the teacher and recorded into the planner by the student. This will result in the student being issued a next-day detention at lunchtime and the behaviour point placed on the child's SIMS record. If the inappropriate behaviour continues they will be issued with a **Removal (R)** and the teacher will request support to remove the student from the classroom to be placed in one of the designated parking spaces for the remainder of that lesson. This will result in the teacher logging the incident as a 'Removal from lesson' and the student being issued an after-school detention for the next day available (Mondays, Wednesdays or Thursdays). In the event of a Removal, there should be no log made for the Written Warning, nor should there be an additional lunchtime detention as these are superseded by the Removal from lesson. Furthermore, only one WW can be issued per lesson for behaviour, although a separate log for lack of homework and/or lateness may also be placed if necessary. Students who are on report, or any other higher level of the sanction ladder, will always be issued with an after-school detention for any WW or Removal.

The following day, students in the lunchtime detention will be reminded of their detention by the member of staff on call during period 4 for lunchtime detentions, or period 5 for after-school detentions.

Outside of the classroom, students will still be expected to maintain the highest standards of behaviour and their failure to do so may result in either a WW issued with a lunchtime detention or an after-school detention issued for more serious incidents.

Supporting Behaviour

Where a student is causing significant behavioural concerns, we aim to support them in improving their behaviour to enable them to meet our expectations. This is a staged approach and could include:

- Being on report to their tutor;
- Being on report to their Year Coordinator;
- Parent meeting;
- Specific subject support from the teacher or Head of Faculty;
- Meeting with an in-school mentor;
- Referral to counselling;
- Individual Behaviour Plan;
- Pastoral Support Plan;
- Referral to the Alternative Provision Panel to discuss appropriate future provision.

Other policies

Bullying

The college has a separate *anti-bullying policy*, to which reference should be made.

Students with Special Educational Needs

Please see our *SEN policy*.

Appendix 1: Daily Routines for Students

On arrival to the college	<ul style="list-style-type: none"> • Smile and greet staff and peers both at the gate and once inside the building • Ensure your uniform meets expectations before coming through the gate. If you have forgotten part of your uniform go immediately to your Year Coordinator • Submit your mobile phones if you have permission to bring them in at the correct location for your year group • Ensure that any chewing gum is placed in the bin • Ensure that you are ready to enter your form room at the start of the college day (08:45)
Lateness to the college	<ul style="list-style-type: none"> • You should arrive at school between 8:20am and 8.40am depending on your method of transport to the college • The gates close at 08:45. If you arrive after 8.45am you will receive a lateness mark on your SIMs record and an after-school detention the following day (this does not apply to students who arrive by a designated bus where the bus is late) • You must sign in at reception if the gate is closed before making your way to period one • You should knock on the door of your period 1 class and apologise for your lateness when entering
Assemblies	<ul style="list-style-type: none"> • These will not take place in the hall during the reopening following the Covid-19 closure
Walking around the college	<ul style="list-style-type: none"> • Walk quietly, calmly and on the left in corridors to the nearest exit. When leaving your zone, walk on the outside of the buildings making your way to any lessons outside of your base • Go straight to lessons via the most direct and safest route • You may not get water or go to the toilet in between, or during lessons
Uniform	<ul style="list-style-type: none"> • Ensure you are wearing your uniform appropriately at all times • Your shirt must be tucked in • Trousers should be tailored and not skinny/tight • Your top button must be done up and tie worn neatly • Remove all jewellery other than one pair of stud earrings • No false nails, painted nails, or false eyelashes • Make up is forbidden in Y7-9 – discrete use only in Y10-11 • Blazers to be worn at all times unless you have asked permission to remove it or on days when you have PE
The beginning of the lesson	<ul style="list-style-type: none"> • If you are waiting for your teacher to arrive and are in the classroom, stay seated, wait calmly and get your equipment ready for the following lesson • When your teacher enters, wait in silence for their first instruction • When you arrive at another class, line up quietly in single file and await the teacher to invite you in • Greet the teacher as you enter and then take your allocated seat, as per the seating plan, in silence • Get out the equipment you will need for the lesson and a bottle of water if you have one and you are in a room where this is permitted • If there is an activity on the board, start this immediately
Lateness to lesson	<ul style="list-style-type: none"> • If you are late to lesson, you should apologise at the first opportunity

	<ul style="list-style-type: none"> You will need a member of staff to e-mail your teacher if there is a valid reason for your lateness
Leaving the lesson	<ul style="list-style-type: none"> When leaving the room and when asked to pack away, do so promptly and then stand behind your chair, place your face covering on in silence and wait to be dismissed Say goodbye and thank your teacher as you leave Go to your next lesson quickly, leaving the building by the nearest exit and taking the most direct and safest route If you are remaining in the room, ensure that you have followed any necessary instructions to ensure that your teacher is ready to leave promptly and say goodbye and thank your teacher when they leave
During a lesson	<ul style="list-style-type: none"> Put your hand up if you need to say something- do not shout out Speak in full sentences using appropriate language for learning and avoiding slang and informal language Sit up straight, show interest in the person talking and make eye contact with them when appropriate Follow all instructions, ask questions when appropriate and make positive contributions when called upon Only speak to peers when you have been instructed to do so Ensure you don't engage in any off-task chat during discussion work Do not chew gum or eat
Break/lunchtime	<ul style="list-style-type: none"> Students who behave inappropriately will be challenged and/or sanctioned Queue quietly and in single file whilst waiting to purchase food Clear away rubbish after eating and do not drop litter Do not make physical contact with other students including playfighting Do not gather in large groups and maintain social distance within your group Stay within your designated space for your year group Ball games will not be permitted to use during the covid-19 arrangements If you have permission to be in the library (Y11 only), ensure you are working quietly and conversations are quiet Follow all instructions from duty staff first time Wear full uniform – you must change into trainers to use the astro, blazers and ties may be removed to play ball games but must be replaced prior to leaving the ball game area
End of the day	<ul style="list-style-type: none"> Only leave your class when permitted to do so and always in line with the staggered times to avoid year group's mixing Leave the same designated route that you entered the site making your way directly to the bus, your parent's/carer's car or home Walk quietly and sensibly through the gates saying goodbye to staff Walk directly off-site and do not congregate around gates Mobile phones, once collected from the designated area, must not be used until you are off site or seated on the bus. You may use your mobile phone anywhere on site after 4pm to contact a parent after a club, provided that it has been submitted during the day
After-school clubs	<ul style="list-style-type: none"> If you attend any sessions after school on site, go there promptly at the end of the college day using the most direct and safe route outside of the building Register where appropriate and follow all instructions from the person leading the session/ supervising

	<ul style="list-style-type: none"> • Ensure you leave site when the session is over and/or when instructed to do so • Leave site if you are walking/ catching public transport whilst anyone taking the later bus or being collected, should wait in the reception area or in front of the college in a socially distant way until collected.
Fire evacuation	<ul style="list-style-type: none"> • If the fire bell sounds you must exit the building, even if the bell stops • Leave your belongings in the classroom and leave the building by the nearest exit • Walk in silence to the evacuation point on the field • Line up with your tutor group in alphabetical order • Remain in silence for the entire drill • When dismissed, walk back to your classroom promptly
Lockdown procedure	<ul style="list-style-type: none"> • If the lockdown signal is heard remain in your classroom and follow all instructions from the teacher • If you hear the signal and you have left your classroom, return immediately • If you hear the signal before school, go immediately to your first lesson • If you hear the signal at break or lunchtime go immediately to your next lesson • Do not use your mobile phone
If you have an accident	<ul style="list-style-type: none"> • If you are in a lesson, tell your teacher • Go immediately to first aid, preferably with a friend or teacher • If you are unable to walk, ask someone to contact first aid • Listen to instructions from the first aider and follow these
If you feel unwell	<ul style="list-style-type: none"> • If you have any symptoms of Covid-19 at any point, tell a member of staff immediately and follow all instructions with regards to where you go and what you do • Try to stay in lessons if you can unless your symptoms are that of Covid-19 • If you feel too unwell to stay in school, ask your teacher's permission to go to Student Services who will contact home • Do not contact home yourself, you will not be following our mobile phone policy and your phone will be confiscated
Classroom spaces	<ul style="list-style-type: none"> • Tidy up after yourself and leave the workspace as you would want to find it • Put all paper and rubbish in the bin • Tuck your chair under and ensure your table is straight • Log off computers if you are using them • Do not unplug any leads from computers unless under the direction of a teacher
Beyond Cottenham Village College	<ul style="list-style-type: none"> • You are representing CVC so ensure your behaviour matches expectations in school • Be polite to members of our community and each other • If travelling by bus, behave appropriately and remain in your seat, and designated spaces (where appropriate), at all times • Use social media responsibly and do not be unkind to others • Be a positive role model to others, particularly the primary and nursery age students who are close to our site • Use appropriate language at all times • Maintain the same social distancing, and zoning whenever possible, that you have in the college for your entire journey home

Appendix 2: Daily Routines for Staff

<p>On arrival to the college</p>	<ul style="list-style-type: none"> • Smile and greet students in corridors, when students enter site or in social spaces • Direct students to the mobile drop off points first thing in the morning and then confiscate mobile phones that you see or hear thereafter • Be at your classroom door at 8.40am to greet your students in first lesson • If you are not teaching, please be visible to usher students to first lesson • Please ensure your phone is not set to ring and use only in spaces where you are not visible to students • Please model the 'no chewing gum' rule to students
<p>Students' lateness to the college</p>	<ul style="list-style-type: none"> • The gates close at 8.45am; students arriving after this will receive a detention after school for the following day and the period 1 teacher does not need to issue a detention when this is the case • Students arriving after 8.45am, should be issued with a late mark (L) • Students who are arriving late to period 1 but who are clearly on site at the appropriate time should be issued a lateness to lesson detention
<p>Walking around the college</p>	<ul style="list-style-type: none"> • Remind all students to walk quietly, with purpose and on the left and take the closest exit to move around the site outside of the buildings when using a classroom outside of their designated area • Move students on if they are congregating between lessons • Remind students not to go to the toilet or fill water bottles between lessons • Remind students to maintain a safe distance whilst they walk around the building
<p>Uniform</p>	<ul style="list-style-type: none"> • Ensure students are wearing their uniform appropriately at all times • Shirts must be tucked in • <i>Trousers should be tailored (not 'skinny') and grey</i> • Top buttons must be done up and tie worn neatly • Shoes must be black and polishable with no visible branding • No jewellery other than one pair of stud earrings • No acrylic nails or false eyelashes • Discrete make up worn in Y10-11 only • Blazers to be worn at all times unless you have given your permission for them to remove it • Students will be permitted to wear the CVC PE kit on the days that they have core PE
<p>Before the lesson</p>	<ul style="list-style-type: none"> • Ensure your lessons are finished so that you, and/or your students leave on time in order for all to reach their next lesson in a timely fashion • Ensure you are on time to meet your students when teaching after a break period or if you remain in your own class to teach • When moving from one classroom to the next, please do so promptly and prepare to arrive to a classroom with students already waiting (quick question/task to allow for you to set-up) • When waiting for a class, ensure that a task is ready for them so that they can enter promptly. Students should not be lined up outside of the classroom unless it cannot be avoided.
<p>Entering the classroom and</p>	<ul style="list-style-type: none"> • If you are in the room before students enter, stand as near to your classroom door as is safely possible, so you have vision of the classroom and the corridor • Invite students in promptly, greeting them as they enter the room

beginning the lesson	<ul style="list-style-type: none"> • Students must enter the room in silence and take out their equipment, including a water bottle if they wish and it is an appropriate room to do so • There should be a task for students to begin as they enter the room • Ensure that students are adhering to your seating plan • If you are arriving with the class already in the room, ensure that the class fall into silence and then set the class a quick task/ question whilst you set up • The register should be taken (remember to freeze your screen) as soon as students are settled • Move around the 'safe' space in the room, checking students are on task whilst working
Lateness to lesson	<ul style="list-style-type: none"> • Lateness to lessons 1, 3 and 5 will be when students arrive later than the actual start time of the lesson. • Lateness to lessons 2, 4 and tutor time when going straight from lesson 4 will be when a student arrives five minutes after the start of the lesson time • If a student is late to your lesson they should apologise at the first opportunity • A valid reason for lateness should be accompanied by the member of staff who will e-mail the teacher to verify the lateness. • Please record lateness as 'L' on SIMS and, for persistent lateness that is not valid, issue a "WW- Persistent Lateness" detention.
Student requests to leave the lesson	<ul style="list-style-type: none"> • As a general rule, students should not be allowed to leave your lesson except in an emergency (this could mean a female student accessing a toilet or a child who has a note about a medical condition) or if they have a note for an appointment, and/or need urgent medical attention • You may wish to apply discretion for younger students who are still adjusting to the new timetable and for students who have been out of the routine for a short period of re-adjustment when we return following school closures
Leaving the lesson	<ul style="list-style-type: none"> • If moving on, students should stand behind their chair in silence and wait to be dismissed • Stand as close to the entrance of the classroom as is safely possible to ensure sight of the classroom and the corridor • Dismiss students a few at a time, you may wish to congratulate those who have been given achievement points • Ensure students are moving to their next lesson with purpose • If students are staying within the room, ensure that they are packing away their resources needed for your lesson and are taking out equipment for their next lesson • Make sure that students are seated in the right places when you leave, that they are settled, and that they are preparing themselves for next lesson before saying goodbye to them and praising their efforts when appropriate
During a lesson	<ul style="list-style-type: none"> • Use the SHINE point system to encourage positive behaviour as well as positive, assertive language to remind and acknowledge desired behaviours • Refer to the 'Transgressions and Consequences' document to guide you on use of the VW-WW-R system • If issuing a VW, ensure that the student knows they have been formally wanted verbally (you may wish to write their names on the board as a reminder) • If issuing a WW, ensure that you have written this on the board, direct students to record it in their planners and then add to SIMs at the earliest opportunity to do so

	<ul style="list-style-type: none"> • If issuing a removal, e-mail 'on-call' and ensure that you record this on SIMs at the earliest appropriate opportunity with a description of why the removal was required
Assemblies	<ul style="list-style-type: none"> • These are taking place in form times so behaviour expectations of form time will govern the routines for the time being
Break/lunchtime	<ul style="list-style-type: none"> • Ensure that you are prompt to the allocated duties on your duty day • Students who behave inappropriately must be challenged and/or sanctioned • If it is your duty area, ensure students queue quietly, responsibly, and in single file whilst waiting to purchase food • Ensure students clear away rubbish after eating and do not drop litter • Ensure students do not make physical contact with other students including play fighting and keep a safe distance at all times from each other • Ensure students do not gather in large groups and that they stay within their designated areas unless they have a detention • Ball games not be permitted during the Covid-19 arrangements • In the library ensure students have been given permission to be there and that they are working quietly, and conversations are quiet • Students must follow instructions, otherwise please sanction them • Ensure students are wearing full uniform – they must change into trainers to use the astro, blazers and ties may be removed to play ball games but must be replaced prior to leaving the ball game area
End of the day	<ul style="list-style-type: none"> • Ensure students walk quietly towards and through the appropriate exits for their year groups even if their final lesson was outside of their year group's area • Say goodbye to students as they leave • If it is your duty position, ensure students walk directly off-site and do not congregate around gates • Mobile phones and headphones may only be used once students are outside the gates or on the bus after 3.10pm or they must be confiscated • Students may use their mobile phone anywhere on site after 4pm to contact a parent after a club or clinic provided that they had submitted them during the day in the correct way.
Fire evacuation	<ul style="list-style-type: none"> • If the fire bell sounds, all staff and students must exit the building, even if the bell stops • Students must leave their belongings behind and leave the classroom sensibly • Close the classroom door once you have checked all students have exited and accompany them to the field ensuring silence • Once outside, go to your tutor group and, on receiving your register, mark this in pen and return to the member of the SLT as quickly as possible indicating if any student is missing • Ensure students remain in silence, issue a WW detention for any student unable to do this – put this on the system at the earliest opportunity possible and ensure that students know that you have issued this • Students will be dismissed by the SLT member or Progress Leader following instruction from the Senior Leadership Team • Once your tutor group have been dismissed, make your way back to the building whilst insisting on a prompt and sensible return from students in your vicinity • Only have conversations with colleagues during the fire drill that are absolutely necessary

<p>Lockdown procedure</p>	<ul style="list-style-type: none"> • If the lockdown signal is heard (continuous high pitch ringing), remain in your classroom and lock the door • If a child has left your classroom, they should return immediately, if not, email or radio for on call • If you hear the signal before school, go immediately to your period 1 classroom and register the students reporting any who are missing to student services • If you hear the signal at break or lunchtime go immediately to your next lesson and register the students, reporting any who are missing to the relevant student support officer • If a student attempts to use their mobile phone this should be confiscated as per normal procedure
<p>If a student has an accident</p>	<ul style="list-style-type: none"> • Send them immediately to first aid, preferably with another member of staff or a friend • If they are unable to walk, ask someone to contact first aid via radio or phone for assistance, do not leave the student • Keep the rest of the students away from the injured party until help arrives
<p>If a student feels unwell</p>	<ul style="list-style-type: none"> • If a student has any symptoms of Covid-19 at any point, send the students alone immediately to first aid and e-mail students services to warn them who the student is and to expect them • Encourage the students to remain in lessons if you can unless their symptoms are that of Covid-19 • If they are obviously too unwell to stay in school, send them to student services who will contact home • Ensure students do not contact home themselves as they will not be following our mobile phone policy and their phone will be confiscated
<p>Classroom spaces</p>	<ul style="list-style-type: none"> • Before dismissal, ensure students tidy up after themselves and leave the workspace as they would want to find it • Ensure all paper and rubbish is in the bin • Ensure chairs are under and tables are straight • Ensure you log off the computer and clean the board ready for the next person • Turn off projectors at the end of the day and ensure windows are closed • Turn off lights and lock the door when leaving the classroom at any time • Report any maintenance or health and safety concerns to the site team • Ensure that you wipe down any surfaces/remote controls for the next teacher to use with the spray/wipes provided

Appendix 3: Behaviour Tariff

0 BEHAVIOUR POINTS AND NO FOLLOW-UP REQUIRED

INTERNAL ISOLATION- note that this will be the log for Internal exclusion as the reason for the internal exclusion will have a follow-up and carry a sanction point
FOR INFORMATION ONLY

0 BEHAVIOUR POINTS AND SUPPORT MIGHT BE REQUIRED

LACK OF EQUIPMENT IN LESSON
INCOMPLETE OR MISSING HOMEWORK (SINGLE CASE)
VW- FAILED EQUIPMENT CHECK

1 BEHAVIOUR POINT AND A LUNCH-TIME DETENTION ISSUED

WW- DECEPTION
WW- DISRUPTIVE BEHAVIOUR IN LESSON
WW-ESCALATED LACK OF HOMEWORK (MIN 3)*
WW- FAILURE TO FOLLOW ICT AUP (Appropriate Use Policy)
WW- LACK OF PE KIT (MIN 3)
WW- PERSISTENT LATENESS TO CLASS (MIN 3)
WW- POOR EFFORT/LITTLE WORK DONE
WW- UNSAFE BEHAVIOUR
WW- RUDENESS TO STUDENT
WW- RUDENESS TO STAFF
WW- NOT FOLLOWING INTRUCTIONS
WW- INAPPROPRIATE BEHAVIOUR OUT OF LESSON
WW- FAILED EQUIPMENT CHECK

1 BEHAVIOUR POINT AND AN AFTER-SCHOOL DETENTION ISSUED

R- REMOVAL FOR DISRUPTION
R- REMOVAL FOR RUDENESS
R- REMOVAL FOR NON-COMPLIANCE
R- AGGRESSIVE BEHAVIOUR
R- UNSAFE BEHAVIOUR (LEADING TO AN INCIDENT)
R- LATENESS TO COLLEGE
R- CARRYING A MOBILE PHONE
R- THEFT
R- TRUANCY
R- RUDENESS/INSOLENCE (MAJOR)
R- ESCALATED NON-COMPLIANCE OF UNIFORM POLICY
R- MISSED LUNCHTIME DETENTION
R- VERBAL ABUSE (NON-BULLYING)
R- FAILED REPORT/BEHAVIOUR PLAN

1 BEHAVIOUR POINT AND IMMEDIATE CONSULTATION WITH SLT

PHYSICAL OR VERBAL AGGRESSION (MAJOR)
MISSED AFTER SCHOOL DETENTION WITH SLT/PL
GROSS MISCONDUCT
RACIST, DISABILITY, RELIGIOUS, SEXUAL OR HOMOPHOBIC COMMENTS <i>or comments against protected characteristics</i>
SMOKING ON SITE
TRUANCY FROM SCHOOL
VERBAL ABUSE (STAFF)
BULLYING

Appendix 4: Behaviour sanctions pertaining to the points system

Behaviour sanctions pertaining to the points system

- Initial points - Picked up and responded to by Tutor.
- **5 points-** Tutor ATL report + first contact home by tutor (report checked in form time and detentions done in pastoral room at lunch time). Student file opened by Year Coordinator.
- **10 points-** Year Coordinator report and parental meeting (checked each lunchtime by pastoral team). When there is a recorded 3 or 4 on report, pupils complete a lunchtime detention.
- **15 points-** Individual Behaviour Plan (IBP) set up with Progress Leader/Year Coordinator + parent meeting + possible internal exclusion if a 'drastic change' is necessary. The IBP will still carry into the next term and once failed/ the next time a student gets to 15 points, it will be replaced by a PSP. SEN enquiries, Early Help Assessment (EHA) referral if appropriate, internal and external support requested (mentoring etc.).
- **20 points-** Pastoral Support Plan (PSP) set up with Progress Leader and SLT + parent meeting + internal exclusion/external if deemed necessary. SEN/EHA/support programmes must have been discussed at this stage. The PSP will be reviewed frequently (every 2-3 weeks) and can be passed, failed or continued every six weeks. Failure to meet the requirements of a PSP as opposed to a certain number of points acquired, will result in the next escalation. Discussion about this student at the Alternative Provision panel must have been discussed at this stage.
- **Failed PSP-** The AP panel will now discuss the next steps for this student. Managed Move/ Alternative provision to be sought whilst student on report to Principal.

In certain cases (continued defiance, bullying, misconduct) the decision to use an IAP or PSP may be necessary, even if this means bypassing the points system to begin the process.

In instances of serious incidents (e.g. physical or verbal abuse of a member of staff, sexual harassment, racially aggravated incident) a student may be immediately excluded for a fixed term. Parents/ carers are contacted and a letter sent home first class to parents/ carers.

When students are on report, they will receive an after-school detention when it is deemed that they have not met their targets for any given day. A decision will be made after a minimum of two weeks, as to whether students have passed, or failed their report.

The points, providing that a student had not met a 15-point threshold and triggered an Individual Behaviour Plan, will reset on a termly basis to promote a 'fresh chance' for each student.

Individual Behaviour Plans (IBP)

For students who are not meeting their targets on faculty or year reports, an IBP may be used and involves both the school and home. A maximum of three targets will be set and this will be monitored by the Form Tutor, the Year Coordinator, the Progress Leader and the parents/ carers.

The Progress Leader will review the report at an agreed point appropriate for each individual student. The parent/career should sign the report to acknowledge that they have seen the report and discussed this with their son/daughter. A review meeting between home and school will be held after an agreed and appropriate period of time, relevant to the situation and the individual student.

Pastoral Support Plan (PSP)

For students who have failed their IBP, or in certain circumstances where a student needs to make sure that they make imminent changes to their behaviour, a PSP will be set up. Students will be given a chance to rectify their behaviour(s) with the support, and supervision of their Progress Leaders, a member of the Senior Team, the Year Coordinator and any necessary internal/external mentor and counselling services. The Education Inclusion Officer is also involved at this stage and will meet with the student, and even the family, as necessary.

Students will be given reasonable adjustments to their provision at CVC to promote the best possible chance of changing behaviours whilst on a PSP; At this stage it is vital that students respond to these adjustments as the PSP will be reviewed every six weeks to determine whether or not a student has passed or failed the PSP. It is likely that students who do respond well on a PSP will retain their PSP for a much longer period than six weeks to ensure a longer-term positive change.

Appendix 5: Using SIMS to log achievement/behaviour points

Using SIMS to record positive achievements and behavioural problems

We use SIMS to add achievement and behaviour points. From your registers, simply highlight anyone you wish to award; hold down “ALT” to highlight multiple students or “SHIFT” to highlight an entire section of students. Right click and then click “add achievement” and then the specific value you wish to award.

The screenshot shows the SIMS interface for 'Cottenham Village College'. The main window displays a register for 'Take Register 9K/Dr2 Mr. R Nash 10/06/2019'. The 'Current View' is set to 'Present 22'. A context menu is open over a student row, with 'Add Achievement' selected. The menu lists the following options:

- SHINE (1 point)
- Prom - Commitment to study (1 point)
- Star of Lesson (5 points)
- Outstanding Achievement - SLT/HoY (5 points)

Adding behaviour points to SIMS immediately updates the app. Simply highlight the student(s) to whom you wish to give behaviour points and click on “behaviour” on the right-hand side of the screen. Fill out the required information and make sure you include a comment.

The screenshot shows the same SIMS interface as above, but the 'Add Achievement' menu is no longer visible. The student row is highlighted in orange, indicating that the achievement has been successfully added to the system.

Adding achievement/behaviour points to multiple students not from the register:

- Select Focus > Behaviour Management > Maintain Behaviour Incidents or Maintain Achievement
- Select New
- Complete all boxes
- Section 3 – Students involved
 - Select New
 - You can either search for students one at a time to add, or select a year group or reg group and then select from the list (Ctrl and click to select individual students from list or Shift and click to select a block of students)
 - Select OK
 - A grid list of students will be shown (you can then fill in any other information here).
- Save

Using SIMS to log communication and receive updates regarding behaviour reports

This is a function that we should, and could, be using already so that all specific parental contact is logged. If you click on the “students” button and load up their details, on the right hand side you can click on the “communications log” from the list. This will allow you to enter the relevant details of your conversation. Make sure you add with whom you spoke and provide a very short summary.

The screenshot shows the SIMS.net interface for Cottenham Village College. The main window is titled "Find Student" and contains a "Basic Details" section on the left and a "Timeline" section on the right. The "Basic Details" section includes fields for Date of Birth, Address, Mother, Priority, Home No., Mobile No., Work No., Email, Head of Year, Reg Tutor, Head of Tier, and Head of House. There are also buttons for "Behaviour 4 Points", "Achievement 32 Points", and "Exclusions Day(s)". The "Timeline" section shows a calendar view for the week of 10/06/19 to 14/06/19, with a table of activities. A "Links" menu is visible on the right side of the interface, with an arrow pointing to the "Communication Log" option.

This is a function that we should, and could, be using already so that all specific parental contact is logged. If you click on the “students” button and load up their details, on the right hand side you can click on the “communications log” from the list. This will allow you to enter the relevant details of your conversation. Make sure you add with whom you spoke and provide a very short summary.

The screenshot shows the "Communication Details" form in the SIMS.net interface. The form is divided into several sections: "1 Basic Details", "2 Summary Notes", "3 Follow Up", and "4 Linked To". The "1 Basic Details" section includes fields for Communicatee, Communicator (Ryan Nash), Type (Telephone), Direction (Sent), Date (11/06/2019), Time (13:05:40), and Log Confidentiality (Private). The "2 Summary Notes" section contains a text area with the note: "Spoken to mum about [redacted] on epic theatre. Mum was delighted." The "3 Follow Up" section has a checkbox for "Required" and a "Create" button. The "4 Linked To" section is currently empty.

Tip: There are often many more contact numbers on SIMS than you see at first glance. By double-clicking on “contact details” it will open up all the alternative numbers for all those with parental responsibility for any given student.

This function will highlight to you if a student is on report or not. It will show up on your register and allow you to ask a student where their report is and ask for support if a student is claiming not to have it. Whilst it will generally be the pastoral team who add this information to SIMS, to log that a student is on report, go to "focus" and then "behaviour management" and then "report card". Log the timescale of the report (this will be generally 1-2 weeks and then save it. This student will now have this note next to their name on all registers.

