

COWLEY INTERNATIONAL COLLEGE



BEHAVIOUR POLICY

Status	STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
Responsible Person	Head of Care Guidance and Support
Review date	Autumn 2017
Date of next review	Autumn 2020

1. BEHAVIOUR PRINCIPLES

Our mission statement is shaped by our vision for all Cowleians to achieve the highest standards together, articulated by our school motto:

Non sibi sed omnibus - Which translates as “Not for oneself but for all.”

For effective teaching and learning to take place, good behaviour in all aspects of college life is necessary. We seek to create a caring and learning environment in the college and develop students to have the Cowleian characteristics of being Independent, Healthy, Good communicators, Aspirational and Considerate in modern Britain. We want to encourage good behaviour at Cowley. We want every student to progress as much as possible. We will not allow students to disrupt the learning of others and we will not ignore poor behaviour.

2. PURPOSE OF THE POLICY

- To ensure the college community is consulted about the principles of the college Behaviour Policy.
- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure the college Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure teachers’ roles in college discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward students’ good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day six for Fixed Period excluded students and, where appropriate, to arrange reintegration interviews for parents and students at the end of a fixed period of exclusion.
- To take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students’ social, emotional and behavioural skills.
- To keep parents informed of their child’s behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

3. EQUALITY IMPACT STATEMENT

The Governing Body will ensure this policy does not discriminate, directly or indirectly. It will do this through regular monitoring and evaluation of our policies. On review, it will assess and consult relevant stakeholders on the likely impact of the policies on the promotion of equality on grounds of race, gender, disability, sexual orientation, pregnancies or maternity and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

4. TRAINING

The Governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

5. MONITORING, EVALUATION AND REVIEW

The College will review this policy annually and assess its implementation and effectiveness.

6. INTERRELATIONSHIP WITH OTHER COLLEGE POLICIES

In order for the behaviour policy to be effective a clear relationship with other college policies has been established, namely:

- The SEN Policy.
- The Anti Bullying Policy
- The Attendance and Punctuality Policy
- E-Safety Policy
- The college Uniform Policy
- The Equal Opportunities Policy
- Staff Professional Conduct Policy
- Managing allegations of abuse made against other children

7. THE RIGHTS AND RESPONSIBILITIES OF THE COLLEGE, STUDENTS AND PARENTS IN ENSURING A CALM AND ORDERLY CLIMATE FOR LEARNING AND A SAFE AND HAPPY ENVIRONMENT BASED ON MUTUAL RESPECT

COLLEGE	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the College's statutory power to discipline students and that students and parents will need to respect this. • To enforce a Behaviour Policy – including rules and disciplinary measures. • To expect students to respect the rights of other students and adults in the college. • To protect students and adults from individuals who threaten to disrupt the safety and calm atmosphere of the college. • Not to tolerate violence, threatening behaviour or abuse by students and parents. If a parent does not conduct herself/himself appropriately, the college will ban them from the college premises and, if the parent continues to cause nuisance or disturbance, they may be prosecuted. • To take firm action against students who harass or denigrate teachers or other college staff, on or off the premises by engaging external support services. • To contribute to the development of the Behaviour Policy, with students involved in the consultative process. • To be taught in environments that are safe, conducive to learning, free from disruption with engaging teaching. • To expect that other students will not bring inappropriate and unlawful items into college. • To expect appropriate action from the college to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Principal / Governors, if you believe the college has exercised its disciplinary authority unreasonably 	<ul style="list-style-type: none"> • Ensure the college community is consulted about the principles of the Behaviour Policy. • Establish and communicate clearly measures to ensure good behaviour, respect and discipline. • Ensure that the Behaviour Policy does not discriminate against any student on the grounds of SEN, race, disability or sexual orientation and that it promotes good relationships between different communities. • Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies • Support, praise and reward students' good behaviour. To apply sanctions fairly, consistently, appropriately and reasonably – taking account of SEN, disability and the needs of vulnerable students. • Make alternative provision from day six of a fixed period of exclusion and arrange a reintegration interview for parents and students. • Take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • Promote positive behaviour through active development of student's social, emotional and behavioural skills and a positive rewards system. • Keep parents/carers informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities.

STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect • To be treated justly • To be safe • To learn • To make mistakes • To be listened to • To be part of our college community/family • To learn in an environment which is safe, comfortable and stimulating 	<ul style="list-style-type: none"> • To follow the Home College Agreement • To follow reasonable instructions by college staff, follow college rules and accept sanctions in an appropriate manner. • To act as positive ambassadors for the college when off college premises. • Not to bring inappropriate and unlawful items into college. • To show respect to college staff, fellow students, college property and the environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with and abide by any arrangements put in place to support your behaviour such as an appropriate college report, Pastoral Support Programme (PSP), Parenting Contract. • To behave respectfully to others, pupils, staff & visitors • To be prepared to speak out against injustice • To behave in a way which keeps self and others safe • To attend school regularly and on time • To be prepared and willing to learn with the correct equipment • To allow others to learn • To own up to and take responsibility for mistakes • To allow others to make mistakes • To give opinions in a constructive manner • To listen to others • To wear college uniform as it states in the Uniform Policy/planner • To be respectful to college buildings and environment

PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the Behaviour Policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To have any complaint they make about their child being bullied taken seriously and investigated / resolved as necessary. • To appeal to the Principal/Governing Body (and beyond that to the Secretary of State) if they believe the college has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body and then, in the case of a permanent exclusion, to an 	<ul style="list-style-type: none"> • To sign and follow the Home College Agreement • To model Cowleian characteristics with their child and support the development of these outside college • To respect and openly support the Behaviour Policy and the disciplinary authority of college staff. • To ensure that their child follows reasonable instructions by college staff and adhere to college rules. • To send their child to college each day, punctually, in full college uniform, fed, rested, fully equipped and ready to learn. • To ensure college staff are informed of any SEN related or other personal factors which may result in their child displaying behaviour outside the norm. • To be prepared to work with the college to support their Child's positive behaviour.

independent appeal panel.	<ul style="list-style-type: none"> • To attend a meetings with the college staff, if requested, to discuss their child’s behaviour. • To adhere to the terms of any Parenting Contract relating to their child’s behaviour. • If their child is excluded from college, to ensure, that he/she is not found in a public place during college hours in the first five days of a fixed period exclusion, and to attend a reintegration interview with the college at the end of a fixed period exclusion.
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GOVERNORS	
Rights	Responsibilities
<ul style="list-style-type: none"> • The Governing Body will review the Behaviour Policy as part of the policy review cycle. • The Governing Body will consult with the Principal, staff, parents/carers and students on changes to the Behaviour Policy at the formative stage. The consultation will be arranged in such a manner as appears appropriate to the Governing Body and will consider their responses when decisions on any changes are made. • The Governing Body will ensure that the college complies with equality legislation and promotes the wellbeing of students. • The Governing Body will decide an appropriate timescale for reviewing the principles and updating the Behaviour Policy. • The Governing Body will nominate members to form a panel to work with SLMT to deal with students whose behaviour is causing concern. • The Governing Body will fully support the college in implementing its disciplinary powers. 	<ul style="list-style-type: none"> • The Governing Body has a legal duty and responsibility as regards establishing the principles underlying the Behaviour Policy. • The Governing Body must make the final decisions about the statement of principles in determining measures to promote good behaviour. • The Governing Body must have regard to the health and welfare of staff, and the duty of care which they have for this. • The Governing Body will consider the results of the consultation exercise at a meeting of the full Governing Body and the feedback will duly be recorded. • The Governing Body will receive and monitor data on the college’s disciplinary penalties imposed.

8. THE COLLEGE’S POWER TO DISCIPLINE

- The college has a statutory power to discipline students for breaches of college rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of students have the power to discipline.
- The Principal may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.
- The college can hold detentions out of the college’s normal hours, weekends and non-teaching days without parental consent.
- The college can confiscate items (including retention/disposal) where reasonable and appropriate.
- The college has a statutory power to discipline students for misbehaviour outside of college premises.
- Separate legal provision inserted into the Education Act 1996 makes it lawful for named college staff to search suspected students for knives or other weapons without consent.

9. STANDARDS AND EXPECTATIONS

The college sets very high standards in terms of learning outcomes and standards of behaviour. These are:

- To arrive to college and lessons promptly every day.
- To be fully equipped for all lessons.
- To complete all homework and self-study.
- To wear full uniform at all times as specified by the uniform policy.
- To show respect for self, other students, all staff, visitors and any other adults associated with the college.
- To respond positively and politely to instructions from any member of staff.
- To work to the best of ability at all times.
- To respect the property of the college and others at all times.
- To not bring any illegal substance, offensive weapon or bladed article.
- To uphold these expectations when in the local and wider community.

Non-compliance with these expectations will bring disciplinary sanctions.

10. BEHAVIOURS FOR LEARNING (BFL)

Behaviours for Learning is our whole college system to reduce disruption and misbehaviour in college to create a calm, orderly, safe and happy environment for all students, staff and any other person associated with the college.

Objectives of BFL

- To support the quality of learning.
- To reward students for college behaviour.
- To ensure a consistent approach to discipline throughout the college which is clearly understood by staff, students and parents
- To help students learn that their behaviour has consequences.
- To teach students how to behave appropriately, both in and outside college.
- To develop personal responsibility for acceptable behaviour.

11. USE OF DISCIPLINARY SANCTIONS KEY POINTS

- College staff have a statutory power to impose sanctions.
- Sanctions must be reasonable and proportionate to the circumstances.
- Sanctions will take account of the student's age, and special educational needs, disability and religious requirements affecting the student.

12. DISCIPLINARY PENALTIES HAVE THREE MAIN PURPOSES, NAMELY TO:

- Impress on the student that what he/she has done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from doing this.

Penalties/consequences will be imposed for:

- Failure to follow a college rule.
- Failure to follow an instruction given by a member of staff (or other adult given authority to discipline students by the Principal when in charge of a group of students).

Any reason that causes the student's behaviour to fall below the standard which could reasonably be expected of her.

13. DISCIPLINARY PENALTIES/CONSEQUENCES

The college system is based around the key principles:

- Students are responsible for their behaviour and they 'choose' the consequence with the behaviours they demonstrate
- All behaviours have consequences
- Students have the right to learn and staff have the right to teach

The consequences of poor behaviour:

If a student chooses to break a rule then the choice requires a consequence.

There are 7 Levels of Consequence. The tables include examples of possible consequences pending suitable investigation.

Level	Details	Examples	Possible consequence may include
C1	A student who is rude, shouts out, disobeys instructions or behaviours inappropriately in a lesson will be issued with a 'Consequences One' (C1).	Disruption to Lesson Late to lesson Lack of equipment	Verbal warning
C2	If a student persists in being rude or continues to make another wrong choice or does not alter their behaviour after choosing a C1 then a C2 will be issued.	Disruption to Lesson Late to lesson Lack of equipment	Second and final verbal warning
C3	If a student persists in being rude or continues to make another wrong choice or does not alter their behaviour after choosing a C2 then a C3 will be issued. A teacher can issue a C3 without issuing a C1 or C2 if they have serious behaviour concerns in the lesson.	Disruption to lesson/Form Out of bounds Phone/Ipod misuse (not to be seen or heard in the building) Misbehaviour at break/Lunch Uniform (year team) Failed day report Disruption to assembly Late to college Complete or lost standards card Misbehaviour on the corridor	Whole college 30 minute detention the following day (Subject remove if appropriate)
C4	A teacher can issue a C4 without issuing a C1, C2 or C3 for serious disruptive behaviour such as throwing objects, poor language, verbal abuse to students.	Repeated disruption in lesson Swearing poor language Unsafe behaviour in lesson Refusal to take part in lesson	Removed from lesson and taken to College Remove or another suitable class. Students will stay in College Remove for the referred lesson and the next lesson. 1 hour detention issued.
C5	If a student is sent out of college remove or if there is a behaviour that warrants an exclusion.	Disruption in College Remove Defiance Bullying Racist or homophobic bullying Refusal/non-attendance at C4 (double detention) Truancy Bringing the college into disrepute Disrespect to staff or visitors Damage to college equipment/building Selling items Smoking or in the presence of smokers	Internally Excluded from the site.
C6	Students who choose a C6 are excluded from the college for a fixed period of time. During an exclusion students should be	Disruption in Internal Exclusion Violent behaviour Aggression to staff Complete defiance Verbal abuse towards staff	Fixed Term Exclusion, followed by a reintegration meeting with parents and SLMT to evaluate the suitability for return to college.

	supervised by their parents in their homes		
C7	Permanent exclusion	Persistent disruptive behaviour Sexual misconduct Violent behaviour Aggression to staff In possession of drugs or new psychoactive substances/legal highs In possession of a weapon Significant purposeful damage to college property	Permanent exclusion Removal of school place Not to return to Cowley International college

14. LOGGING AND RECORDING BEHAVIOUR INCIDENTS

Staff will behaviours using the SIMs system. These can be 'Achievement points' for good behaviours and 'Behaviour points' for issues and behaviours that should not be repeated. Staff will also use 'lesson monitor' to as a statement of behaviour in every lesson. Parents can access the Behaviour and Achievement points through the College Moodle. Each half term parents will receive the 'Behaviour Profile' as summary of their child's behaviour.

Behaviour Cards

All students are issued with two cards at the start of each term for staff to instantly log behaviours and for parents and Form tutors to check regularly. These cards should be kept in the students' blazer pocket at all times. These will be checked by for tutors each morning and by parents each night.

Standards Cards

These cards are for logging behaviour concerns. Staff will sign these if a student is causing concern. If the card is full, lost or forgotten then the student has chosen to have a C3 detention and will be issued with replacement card of a different colour. Staff will take the standards card if full and issue another.

Cowleian Cards

These cards are for logging good behaviours. Staff will sign these if the see a student around college demonstrating a Cowleian characteristic. The cards are not a replacement to achievement points and therefore should be used when a member of staff is not near a computer to log the points directly onto SIMs. Once the card is full the form tutor will add this to SIMs achievement points "complete Cowleian Card" and issue a replacement card.

Lesson Monitor

Every students is effectively on 'report' every lesson as staff record student behaviour, attitude and effort on the class register.

Outstanding (lesson mark 1). Students have demonstrated outstanding behaviour, attitude and effort all lesson. Students have taken part in the lesson and made significant progress. They were fully equipped.

Good (lesson mark 2). Students have demonstrated good behaviour, attitude and effort all lesson. Students have taken part in the lesson and made progress. They were fully equipped.

Improvement required (lesson mark 3). Student behaviour, attitude and effort during the lesson was not consistently good. They might have chosen a C1,2 or 3. This behaviour and effort could have limited their progress and the progress of others. They were not fully equipped for learning

Serious Cause for concern (lesson mark 4). Student behaviour, attitude and effort during the lesson resulted in them being choosing a C4. (Y7&8 Subject Remove, Y9-11 Remove)

15. CONFISCATIONS

(Including retention and disposal) of inappropriate items.

Key Points

College staff will confiscate a student's property in order to maintain an environment conducive to learning, safeguarding the rights of others to be educated. Confiscation, retention and disposal of property will be reasonable and appropriate to the particular incident.

Criteria for confiscation

- An item which poses a threat to others.
- An item which poses a threat to good order for learning.
- An item which is against college uniform regulations/rules.
- An item which poses a health or safety threat
- An item which is counter to the ethos of the college.
- An item which is illegal for a student to have.

N.B.

A separate legal provision in the violent Crime Reduction Act 2006, inserted in the Education Act of 1996 make it lawful for named staff to search suspected students without parental consent.

16. MISBEHAVIOUR OUTSIDE COLLEGE PREMISES

Key Points

The college has a statutory power to regulate the behaviour of students when off the college premises and not supervised by staff to such extent as is reasonable.

This includes behaviour on activities arranged by the college, including work experience placements, educational visits and sporting events, behaviour on the way to and from college and behaviour when wearing college uniform in a public place.

Objectives

- To maintain good order on transport.
- To secure behaviour which does not threaten the health or safety of students, staff or member of the public.
- To provide reassurance to members of the public about college care and control over students and thus protect the reputation of the college.
- To provide protection to individual staff from harmful conduct by students of the college when not on the college site.

17. THE BEHAVIOUR FOR LEARNING SYSTEM

All members of the college community have a right to feel safe. Teachers have a right to teach. Students have a right to learn.

Behaviour for Learning is our whole college system to establish a positive attitude towards learning in our classrooms, and a respectful attitude to each other and all those who work in the college.

What are the objectives of BFL?

- To ensure a consistent approach to discipline throughout the college which is clearly understood by staff, students and parents
- To reward students for good behaviour
- To help students learn that their behaviour has consequences
- To teach students how to behave appropriately, both in and outside college
- To reduce behaviour that has a negative effect on learning
- To develop personal responsibility for acceptable behaviour

How can we make BFL work?

- Students need to be aware that they make a clear choice when deciding how to behave; positive behaviour will lead to rewards, negative behaviour will lead to sanctions.
- Students must be aware that actions bring consequences.
- We want to celebrate and reward positive behaviour. We want to create a positive atmosphere where the emphasis is on rewards, but where students, staff and parents/carers are clear about the consequences of any behaviour that disrupts learning
- Expectations regarding behaviour will be clearly displayed throughout the college.

18. DETENTIONS

The college has detention after normal college hours in line with the Behaviours for Learning (BFL) system.

Key Points

College staff have a statutory power to put students, aged under 18, in detention during the day, after normal college sessions and on some weekends and non-teaching days without parental permission.

The college will give parents/carers 24 hours' notice of detentions outside normal college sessions.

- Detentions will run daily Monday to Friday.
- If students reach a C3, an automatic detention will be given to take place 2 days later.
- Students will receive a letter to take home informing parents/carers of the detention.
- Non-attendance or late arrival will not be tolerated and will lead to a further sanction.
- All students will work in silence during the detention. Un-co-operative behaviour during detention will incur further sanction.
- Detention will be in the allocated rooms from 3.10pm
- Any student failing to turn up to a detention will be given (choose) a double detention the following day.
- If students are absent on the day of the detention they will complete it on the first day of their return to college.
- Students who fail to attend their C4 (double detention) will be required to meet with senior staff with their parents on the following day
- Parents/carers can access information about their child's behaviour on the Parent Moodle

19. INTERNAL EXCLUSION (IE)

- If a student reaches a C5, a day in IE will automatically occur which will be scheduled for a future date.
- Parents/carers will be informed by either letter or phone call.
- Non-attendance or late arrival will not be tolerated and will lead to a further sanction.
- Uncooperative behaviour in the IE will lead to exclusion
- If students are absent on the day of the internal isolation they will complete it on the first day of their return to college or as scheduled by the manager of IE
- All students will work in silence following a programme of study
- Students will be required to attend IE following an exclusion (C6) when parents have not attended the post exclusion reintegration meeting

20. REWARDS

All staff should realise the importance of using the reward system properly in order to encourage excellent attendance, consistent hard work in subjects, good citizenship, participation in extra-curricular activities and good behaviour. Cowley rewards are linked directly to the Cowleian characteristics of being Healthy, independent, good communicators, considerate and aspirational.

Staff can issue achievement points when a student has demonstrated Cowleian characteristics.

Achievement Points can be logged either using the SIMs system or on Cowleian Cards

Cowleian cards are carried by all students and should be checked by parents each night and will be checked by Form tutors during form time.

The main reward for students who show Cowleian characteristics will inevitably be excellent results a glowing college reference and a wonderful job in the future. Students will however, receive some 'short term' rewards throughout each year for 'collecting' achievement points and outstanding/good marks on Lesson Monitor.

The rewards for good behaviour:

- Certificates and letters sent home
- Entered into half-term year group prize draw
- College pens
- Presentation evening invitation

21. BEHAVIOUR POLICY GUIDANCE ON THE USE OF REASONABLE FORCE

It is very rare for Cowley staff to use reasonable force. The college follows guidance from the Department For Education(DfE) on use of reasonable force

Key Points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

22. Power to search students without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items'.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.