



A Positive Approach to Behaviour Management

Learning...

The City of Leicester Way

# Behaviour for Learning Policy 2017-18

(including: Physical Intervention Guidance,  
College Attendance Policy and Drug & Substance Mis-Use  
Policy)

<b>Policy Date</b>	4 <sup>th</sup> July 2017	Version 3 (September 2017)	
<b>Policy Review Date</b>	July 2018		
<b>Headteacher</b>	Ms Anne Gregory	Signature: <i>A Gregory</i>	Date: 18.1.18
Ratified by: <b>Chair of PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE COMMITTEE</b>	Mr Naresh Chauhan	Signature <i>N Chauhan</i>	Date: 18.1.18

# 1. Behaviour for Learning and College Ethos.

## 1.1 Governors' Principles

The College Behaviour for Learning (BfL) Policy builds on the principle that behaviour is everybody's responsibility.

**All members of staff** are expected to help maintain an atmosphere conducive to learning, with politeness, courtesy and mutual respect as basic requirements.

Good behaviour, (including attendance and punctuality) are integral to students making good academic progress.

In accordance with the College Equalities Policy, it is important that no key group or individual is in any way discriminated against through the implementation of this policy.

**In accordance with section 89 of the Education and Inspection Act 2006, this Policy aims to:**

- **Promote good behaviour, attendance, punctuality, self-discipline and respect.**
- **Reduce the incidence of bullying.**
- **Ensure that students complete all assigned work.**
- **Regulate student conduct.**

In addition, the policy aims to

- Create a safe environment which promotes effective teaching and learning.
- Strengthen the role of Form Tutors by placing them at the heart of monitoring behaviour, attendance and punctuality.
- Support staff in setting high expectations of student behaviour both in and out of classrooms.
- Promote a restorative ethos when dealing with behaviour issues.
- Reinforce the College Learning Charter: **"Be Happy, Be Ambitious, Make a Difference"** and the College Pledge:

*"We come to school with a smile on our face because we want to learn." (Be Happy).*

*"We believe in the power of education; we know it is the key to our success." (Be Ambitious).*

*"We strive to help those in need, and make a positive change." (Make a Difference).*

*"If we fail, we will try again; if we struggle, we will find out why and work harder; if we are faced with a challenge, we will rise to it, every time!"*

### **'Growth Mindset':**

The College recognises that by definition, our students are children and young people who will make mistakes as part of growing up. Behaviour management is about learning from mistakes and improving outcomes rather than punishment.



Our job is not about retribution; it is about ensuring that our students learn from their mistakes so they can take part in society and succeed. **The purpose** of the BfL policy is therefore to

- ensure that our students learn valuable lessons from the mistakes they make.
- clarify with students, parents and staff our expectations of behaviour.
- make explicit the rewards and sanctions used to promote positive behaviour and ensure that these are consistently and fairly applied. help build positive relationships and a restorative approach when dealing with behavioural issues.
- provide an inclusive, safe and supportive environment for students and staff.

## 1.2 **Developing the ‘City of Leicester Way’ (Non-negotiables)**

- Behaviour management is fundamentally about the **quality of relationships**. The primary focus of this policy must be on building positive relationships between staff and students and repairing the harm when relationships have been compromised.
- Respect for every young person in the College.
- Positive reinforcement is key; the focus is on changing and improving behaviour and outcomes.
- All staff have a responsibility, enshrined within the Teachers’ Standards, to model good behaviour and professional conduct at all times; **when the adults change, everything changes!**
- **Restorative approaches really do work**. The emphasis is on building and repairing damaged relationships.
- Discipline needs to be SMART, proportionate and **relentless**; we must never let it go because young people **will** behave as badly as we accept.

## 1.3 **Responsibility and Accountability**

- **All Staff:** It is the responsibility of **all members** of the College community **all of the time** to ensure they follow this policy, use it effectively to promote a growth mind-set and embrace a ‘restorative approach to managing behaviour’.
- **Subject Teacher:** Teachers must develop the confidence to see themselves as the expert practitioner in dealing with student behaviour. The vast majority of issues associated with behaviour will be addressed by subject teachers working with their students in classrooms. The quality of relationships within the classroom is the key to effective learning.

A teacher may decide to use the BfL procedures and strategies, but this should be done in a proportionate and graduated way using a ‘choice and consequence’ approach (‘Stages’) which ultimately lead to improved outcomes. It is the responsibility of subject teachers to contact parents/carers if they have concerns about a student’s work or behaviour which necessitates the issuing of a Stage 3.

- **Form Tutor:** The role of the Form Tutor is absolutely key in being the principal point of contact between student and their family, developing a sense of belonging and 'team ethos', reinforcing expectations of their students and improving the way in which crucial information about students and their context is shared between staff.

Every Form Tutor is expected to rigorously monitor patterns of behaviour, attendance, punctuality and reward, and take appropriate action, including contacting parents/carers, when necessary.

- **Middle Leaders:** More serious or persistent behavioural issues need to be addressed in consultation with class teacher, Form Tutor, Behaviour Support Staff, Achievement Coordinator/ Head of Year or Hub Leader.

**Hubs are responsible for implementing the BfL Policy consistently and fairly, and ensuring that rewards and sanctions are used effectively in order to improve outcomes for students.** Staff who need additional support or training should be provided with, or 'signposted' towards it. There is a responsibility at all points in line management to ensure that the BfL Policy is being implemented consistently.

- **College Leadership Team:** Day to day oversight of the BfL Policy has been delegated to the Deputy Head Teacher with responsibility for Personal Development, Behaviour and Welfare.
- **Governors:** Overall responsibility for the monitoring and evaluation of this policy lies with the Governors' Personal Development, Behaviour and Welfare Committee.

#### **1.4 Impact on workload and working hours**

In accordance with the 'Workload Agreement', teachers are allocated approximately 20% of their timetabled teaching to be set aside as preparation, planning and assessment (PPA) time or 'non-contact' time during the college day.

The aim of this allocation of time is to provide staff with sufficient time for restorative discussions with students and to encourage collaborative professional activity in the preparation of high quality lessons. Continuing professional development (CPD) designed to develop professional practice in the classroom is allocated as part of directed time. It is the responsibility of individuals to request support and guidance when required.

#### **1.5 Related Policies:**

The BfL Policy should be read in conjunction with the Staff Handbook, The Teachers' Standards (2012) and specific College guidance which is appended to this Policy including: policies relating to: attendance, anti-bullying, uniform, drug and substance mis-use, searching and screening students, weapons, physical intervention.

Staff are also advised to refer to the following:

- Dealing with Assaults on Staff (LCC Bulletin 47 Aug 2010)
- Managing Allegations Against Staff
- Physical Intervention: LCC Guidelines (2011); Bulletin 34.
- TCOLC Equalities Policy (2015)
- TCOLC Child Protection and Safeguarding (incl. E-safety) (2017)
- TCOLC Teaching and Learning Policy

## 1.6 Scope

This policy applies to all staff (teaching and support staff) including supply teachers, G4S/ABM partners, and any staff who are trainees within the college e.g. ITE students. Every member of staff has the authority to use this policy and to issue positive and negative behaviour points as appropriate.

## 2. Rewards for Positive Behaviour and Learning

### 2.1 Positive Achievement Years 7-11

- Students who demonstrate the qualities that are enshrined within the College Learning Charter: **Be Happy, Be Ambitious, Make a Difference** will be rewarded. When students demonstrate these qualities, **achievement points** should be awarded and logged on SIMS (see table below). Additional Achievement Points can be awarded for any other positive behaviour such as effort and demonstrating a growth mind-set.
- Students who make outstanding effort will also receive a 'Green Card' (+5 achievement points). Students who demonstrate consistent effort by accumulating green cards will be recognised and rewarded every half-term.
- Students will also be rewarded termly for outstanding attendance and punctuality. 100% attenders will receive a GOLD CARD (see below).
- Achievement points will be added up every half-term and posted around the college. Any Behaviour Points accumulated during the half-term will be deducted from the Achievement Point total. Students who accumulate a high net total of achievement points will be considered for a prestigious high –value '**elite reward**' which will be awarded twice a year.

Achievement Points for positive behaviours and growth mind-set	Attendance Rewards (termly %)	Negative Behaviour Points
<b>Be happy</b> = +3 points <b>Be ambitious</b> = +3 pts <b>Make a difference</b> = +3 pts Demonstrating a <b>growth mind-set</b> = +3 points  <b>GREEN CARD</b> = +5 pts  <b>Hub Leader/HoY Praise</b> = +5 pts  <b>CLT GOLD CARD:</b> = +20 pts  <b>Representing the College</b> in any event = +5 pts  <b>Attending Extra Curricular Club/ lunchtime activity</b> = +3 pts	100% = GOLD CARD +20 pts ( <b>outstanding*</b> )  97.50 -99.0 % = +10 pts ( <b>excellent</b> )  96.00-97.40% = +5 pts ( <b>good</b> )  <b>No lates</b> in a 6-week period. = +5 pts  (*the definition of 'outstanding attendance will be extended to students who students who undertake the prescribed amount of recognised religious observance).	Stage 2 = -2 pts  No Homework = -4 pts  RED CARD (Stage 3) = -5 pts  Stage 4 = -10 pts  Stage 5 (exclusion) = -20 pts  Persistent Absence (below 90%) = -20 points  Persistent lateness (more than 5 occurrences in any 6 week period) = -10 pts

## Elite Rewards and 'Gold Cards':

The ten students with the highest aggregate total of achievement points in each year group (7-11) will be entered into an '**Elite Reward Draw**' to be held at the end of the Autumn and Summer terms. These students will have the opportunity to win a high value 'Elite Reward', for example, a free place on the ski trip, a mountain bike, i-Pad etc.


Students who make outstanding improvements, do something that is truly exceptional or produce consistently excellent work may be nominated by a member of staff to receive a '**GOLD CARD**' which has a value of +20 achievement points. The student should be sent to a CLT member with the staff member's nomination. If the nomination is successful, the student will receive a letter home to parents/carers and a 'Gold Card' which will be entered into a separate termly draw, the winner of which, will enter the Elite Reward Draw.

The Headteacher reserves the right to stop a student from attending any trip, receiving any rewards voucher/prize or representing the college at any event if their behaviour has been a serious concern or has brought the College into disrepute.

## Rewarding Effort:

**Green Card**  
focus on rewarding outstanding effort  
during lessons

- Equivalent to +5 achievement points
- Teachers issue 2 green cards per lesson
- Tutors monitor weekly
- Opportunity to win an 'elite reward'



Rewarding effort is often seen as more impactful than simply rewarding achievement. Teachers are expected to award two GREEN CARDS every lesson to reward students who demonstrate **outstanding effort** during lessons.

Teachers should physically award a GREEN CARD to the student and enter this into SIMS. The student with the highest number of Green Cards in each Year Group at the end of the Autumn and Summer terms will be automatically entered into the '**Elite Reward Draw**'.

Form Tutors are expected to monitor and discuss with their students the achievement points tally for their tutor group as well as for individuals in the tutor group.

Year Heads/AchCo will monitor trends across their respective year groups and address any issues during line management meetings with Assistant Head Teachers. The Deputy Head Teacher will report to CLT on a 3-weekly cycle.

## Discretionary Subject Awards:

At the end of every half-term, each curriculum area is invited to nominate three students in each subject/year group in recognition of outstanding progress, attainment or effort in that subject. Nominated students will receive a certificate and letter home in recognition of their performance in that subject and an additional 20 points will be added to their achievement points total.

In addition, at the end of every term, 1 student in each year group will be nominated for a discretionary "**Subject Star of the Term**" Award that will be presented in assembly. Curriculum/ Hub Leaders will decide on the nature of the award.

Hubs are encouraged to be innovative in the approaches they take in recognising and rewarding positive behaviours and good work, for example, 'loyalty cards' in the Orange Hub.

## **2.2 Positive Achievement Post-16**

The emphasis Post-16 should be to provide evidence of achievement that is enriching and enterprising. Students will be able to use these positive achievements in their applications for UCAS, apprenticeships and employment.

Staff can issue positive behaviour awards on SIMS:

- Positive Contribution - Effort
- Independent work
- Action that supports the college/local community
- Improved attendance
- Making a difference
- Attitude to learning

Students will also be rewarded for demonstrating the independent learning behaviours as outlined in the Sixth Form Home/College agreement (Appendix 4). These rewards will take the form of:

- Form Tutors will send rewards postcards home to reinforce excellent behaviours & attitudes
- There will be monthly form tutor rewards. These will be presented in assemblies.
- The staff in the Study Centre (LRC) will nominate "Student of the Month" for Yr12 & Yr13.
- There will be termly rewards assemblies – these will focus on attendance and on the positive awards logged on SIMS

## **2.3 Awards Evening**

The College will hold an Awards Evening for Years 7-13 during the Autumn term. Parents/ carers of those receiving awards are welcome to attend. The format of this would be the following

- Achievement Co-ordinators/ Year Heads will nominate their **Student of the Year** from their respective Year Groups (Years 7-10).
- Based on the previous year's performance, each curriculum area will nominate a student from each of Years 8-13 to receive the "**Subject Star of the Year**" Award in each subject area.
- A representative of the subject areas would be asked to give a brief description of why awards have been issued i.e. Subject Star Award.
- GCSE and post16 achievement awards.
- Number of other awards eg. Pete Townsend/ Tyler Thompson Award.
- There is potential here for a range of other awards e.g. **attendance, overall Student of Year, outstanding contributor** etc.

## **3. The Behaviour Code - A Positive Approach to Behaviour for Learning**

### **3.1 Classroom Routines:**

**Students:**

To ensure consistency of expectation, all students in every year group (7-11) are expected to adhere to the following classroom routines:

- Enter lesson calmly with appropriate equipment, full uniform and go straight to the correct place.
- Start work immediately.
- Follow instructions at all times.
- Try hard at all times.
- Write homework in planner.
- At the end of lesson, stand behind seats and wait to be dismissed.

**Additional classroom routines will apply to students in Years 7-9 from September 2017 (Appendix 4).**

#### **Teachers:**

In order to promote greater consistency, all teachers are expected to adhere to the following routines:

- Be at the door to welcome students and check their uniform.
- Begin with a 'do now' activity so students can start straight away whilst you take the register.
- Model positive behaviours and be consistent with behaviour routines.
- Expect students to try hard and reward, reward, reward.
- Explain homework and check planners.
- Finish lesson in enough time to ensure a calm and orderly exit.

**A copy of these routines should be displayed in every classroom/ teaching area.**

### **3.2 Behaviour during lessons**

All teachers are expected to build and develop relationships in order to maintain control of the classes in their charge. Most young people respond better when seen individually after a lesson. All situations are different and the following points should be borne in mind:

- Staff should never feel that seeking support is a sign of failure.
- It is always better to seek the co-operation of students rather than be confrontational – using restorative approaches to situations (see Appendix 10).
- Staff should model respectful and professional adult behaviour at all times.

#### **Measures Designed to Improve Behaviour during lessons:**

- Praise, praise, praise
- Reward, Reward, Reward
- Give student a responsibility (e.g. book monitor/ helper etc)
- Partner talk/ Group work
- Greater choice/ autonomy in class
- Positive feedback/ Positive comment
- Meet and greet every lesson
- De-escalation approaches
- Restorative/ corridor conversation (see Appendix 6)
- Appropriate humour/ smiling



- Green Cards and Achievement points
- Positive phone-call to parents/carers
- Letter/ post-card home
- Nomination for an 'elite reward'/ Gold Card

### **3.3 Non-negotiable expectations of students**

#### **Students in Years 7-11**

In the college there are a number of expectations which are **non-negotiable**. These are listed in the students' planners. All members of staff have an individual responsibility to ensure that students comply with these expectations at all times:

- The use of mobile phones, MP3 players, earphones, electronic games etc. is forbidden at any time during the College day.
- In accordance with the College Attendance Policy, students are expected arrive on time to registration and to every lesson.
- For **health and safety** reasons:
  - students are not allowed to use or bring aerosols into college.
  - Students may only drink water in lessons.
  - Students are not allowed to bring energy drinks into college.
  - Students are not allowed to chew gum and must refrain from bringing any in.
- As specified in the respective College policies on drugs and substance misuse, and weapons, students must not bring into college any item or substance that may be considered dangerous, unsafe or illegal.
- In accordance with the College Uniform Policy (2017), blazers and ties must be worn whilst students are moving around the college unless the Head Teacher gives permission to remove them. Blazers should have sleeves rolled down and shirts should be 'tucked in' at all times. Teachers should exercise professional judgement in allowing students to remove blazers in classrooms, **but it is everyone's responsibility to challenge incorrect uniform.**

Any breach of these non-negotiables will result in offending items being confiscated, an appropriate sanction being issued (e.g. student sent home, sent to BSU or loss of social time) and parents/carers contacted.

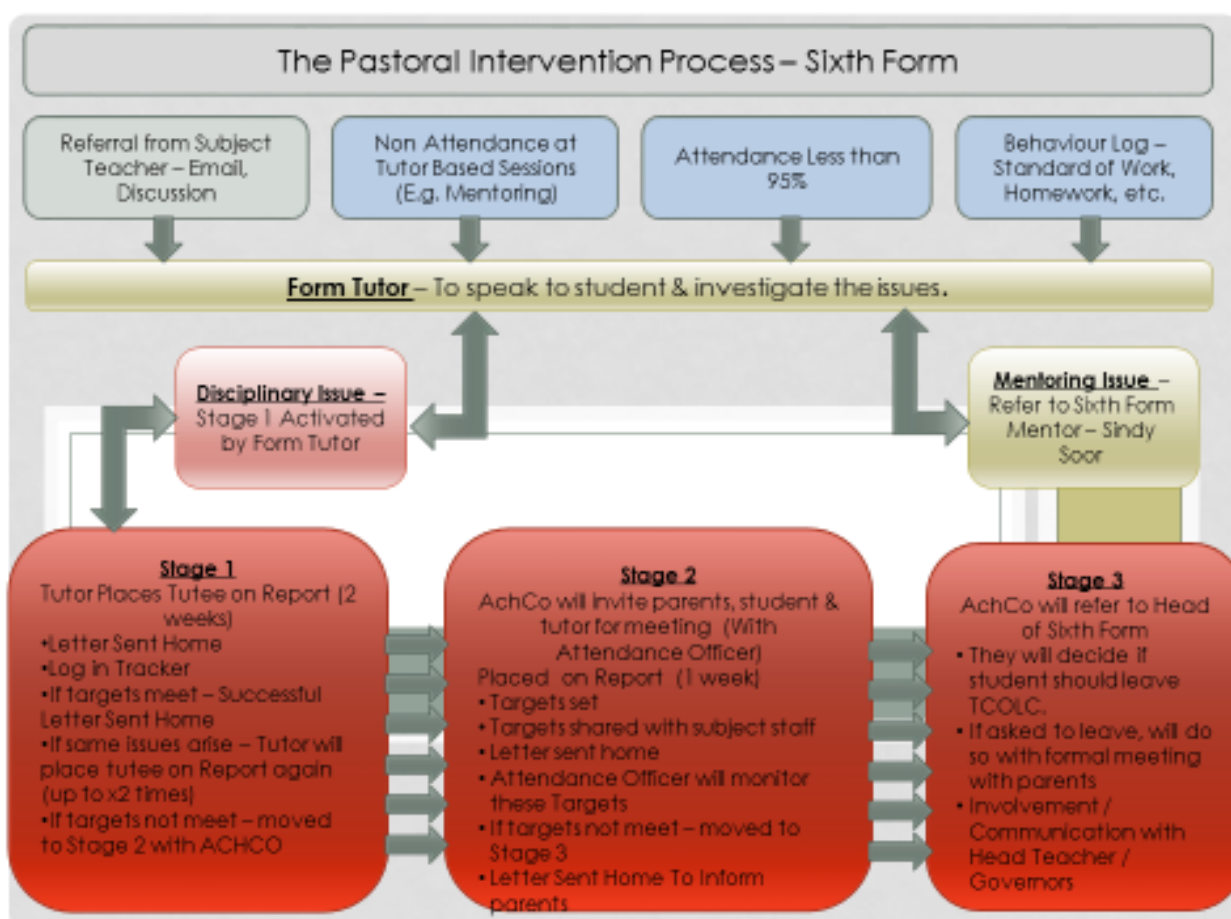
#### **Students in Years 12 and 13 (Post-16 Learning Agreement)**

##### **Our expectations of Post-16 students:**

- Attend and be punctual to all of your timetabled sessions; maintaining high levels of attendance (above 95%). Adherence to the college attendance policy (as outlined in the student handbook).
- Complete all work to an acceptable standard and meet all your deadlines
- Show respect to all members of the college community
- Communicate regularly with your subject teachers; with regard to class work, independent study, deadlines and absences
- Act as a positive role model for younger students and behave appropriately around the site and local community

- Dress appropriately (no jeans with rips in; no offensive messages on T-shirts; no caps to be worn inside the building; no visible headphones/music devices around the corridors)
- Restrict the personal use of mobile phones to outside of lesson times and only in Sixth Form areas during break times
- Wear your lanyard containing your college identity card at all time

Sixth Form students who fail to meet these expectations will be subject to a Pastoral Intervention Plan (PIP):



## 4. Procedures for dealing with Misbehaviour in Lessons (Y7 – 11)

### 4.1 A graduated response

The college will reward students for excellent behaviour in lessons. To help do this we are using a graduated approach to manage and monitor behaviour in lessons, commencing at Stage 0. **At every stage, the focus should be on changing and improving the behaviour of our students, rather than the severity of the sanction.**

- All students start every lesson with excellent behaviour (**Stage 0**) and we want to ensure that they maintain this throughout the lesson as this will help them make good academic progress. Section 3.1 above and Appendix 1 describe our collective expectations of excellent behaviour. Some students, depending on age, level of maturity, SEND etc may need reminders and prompts during the lesson.

- **Students will be routinely praised and rewarded for behaving well through the rewards system.** Students who do behave and attend well should always be congratulated and rewarded further wherever possible using positive rewards, achievement points or GREEN CARDS.
- However, if a student fails to take notice of the teacher's reminders and prompts about keeping on-task, then they will be told they are at **Stage 1** and this is clear message for them to refocus on the lesson and show that they can behave and make good progress.
- If a student on Stage 1 does not heed the warning, then they will be told that they are now at **Stage 2** and that their behaviour is stopping them from learning. If they continue with this poor behaviour then there will be a consequence. Stage 2 will be recorded on SIMS.
- Form Tutors, Hub Teams (Hub Leader, Lead Practitioner, RAL, T&L) and Heads of Year/AchCo will monitor any patterns of misbehaviour at Stage 2 and will intervene where necessary.
- Teachers are expected to utilise a range of classroom management strategies (see Appendix 1 and 2) to ensure that students who have been given a Stage 2 do not escalate the problem. However, if a student on Stage 2 continues to cause problems that result in disruption to the learning of others, they will then receive a **Stage 3**.
- At Stage 3, students will be given a physical **Red card** and removed from the lesson with the expectation that they report immediately to Hub on-call where they will remain until the end of the lesson. Stage 3 will be recorded on SIMS including a full description of the circumstances which led to a Stage 3 and any sanction given. The teacher will impose an appropriate Stage 3 sanction at their discretion and notify parents/carers.

#### 4.2 BfL Stages (0-3):

<p>Stage</p> <p><b>0</b></p>	<p><b>Great Expectations</b></p> <p><i>At TCOLC, we believe that good behaviour is integral to our students making good academic progress</i></p> <p><i>Key ingredients: high expectations, politeness, courtesy and mutual respect.</i></p> <p><i>Settle to succeed!</i></p>
<p>Stage</p> <p><b>1</b></p>	<p><b>Accept Advice</b></p> <ul style="list-style-type: none"><li>• <i>Teacher explains the problem</i></li><li>• <i>Listen to the advice</i></li><li>• <i>Work out a solution</i></li><li>• <i>Make an agreement together</i></li><li>• <i>Do the right thing!</i></li></ul>
<p>Stage</p> <p><b>2</b></p>	<p><b>Move Away- avoid the consequences</b></p> <ul style="list-style-type: none"><li>• <i>Final verbal warning; no more chances!</i></li><li>• <i>Listen to the teacher's advice</i></li><li>• <i>Calm yourself and do the right thing!</i></li><li>• <i>Separate yourself from the problem</i></li><li>• <i>Move seats or 'corridor conversation' with the teacher</i></li><li>• <i>Work out an agreement together</i></li><li>• <i>2 achievement points lost. Don't lose any more- points mean prizes!</i></li></ul>
<p>Stage</p> <p><b>3</b></p>	<p><b>RED CARD – Consequences!!</b></p> <ul style="list-style-type: none"><li>• <i>This is really serious! why didn't you accept help and advice?</i></li><li>• <i>You will be given a RED CARD and a punishment</i></li><li>• <i>You will be removed from the lesson and sent directly to Hub 'on-call'</i></li><li>• <i>5 achievement points lost; what a waste!</i></li><li>• <i>Your parents will be informed</i></li><li>• <i>Your learning has been disrupted</i></li></ul> <p><i><u>Reparation:</u> A restorative conversation <u>must</u> take place between you and your teacher before you return to the lesson. Think about a way forward next lesson and what you are going to say and do. What needs to be put right?</i></p>

### Red Cards:

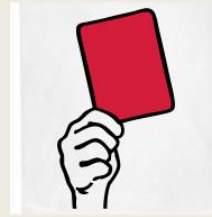
Red cards are issued for Stage 3 behaviour incidents. All Stage 3s will be logged in SIMS. Students with a 'Red' card will be removed from the lesson and sent to Hub 'on-call' for the remainder of the lesson. They will also receive some form of sanction at the teacher's discretion and their parents/carers will be notified by the teacher issuing the red card.

The physical RED CARD is a clear message to leave the classroom and go to Hub On-Call.

It is essential that **all** red-card (Stage 3) incidents are followed-up with a restorative conversation, ideally on the same day, to build and repair the relationship between the teacher and student and ensure that students start the next lesson with a 'clean sheet'.

### Red Card

focus on changing/improving behaviour rather than punishment



As a guide, stage 3s may be entered on SIMS for any of the following behaviour types:

- Antisocial/Unkind behaviour
- Disrupting Learning
- I-Pad Misuse
- IT Misuse
- Lateness to AM/PM registration
- Missed detention
- No PE Kit/ equipment
- Other Breach
- Uniform/Lanyard
- Verbal abuse

- If Hub 'On-Call' is not available, deemed inappropriate, or the student refuses to comply with the teacher's instruction to leave the lesson, Hub Administrative staff should immediately contact one of the Behaviour Support Workers or, in exceptional circumstances, a member of CLT (including a situation where a BSW or other member of the Inclusion Team is not available), so that the student can be removed to the BSU for the remainder of the lesson, or, depending on circumstances, for the remainder of the day.
- Students who refuse to comply with a teacher's instructions to leave the classroom will receive an appropriate high-level sanction depending on the context (e.g. isolation in the BSU for remainder of day). Parents/carers will be informed of this non-compliance and the consequences.
- **The decision to issue a red card should not be taken lightly.** Stage 3 is a high level sanction that should be used to safeguard the learning of other students. Whilst every decision to issue a red card is a matter of professional judgement, as a general guide, **Stage 3s should only be issued during lessons when poor behaviour of a student results in serious disruption to the learning of others. Individual members of staff will decide within their Hubs what type of sanction will be issued for Stage 3s.**

- Lack of homework, poor quality classwork/ insufficient work impacts on a student's own learning and does not normally disrupt the learning of others. Incidents of this kind should therefore be dealt with at Stage 2 or within the Hub and should not be escalated to Stage 3.

#### 4.3 **Non-Escalating Behaviours:**

Stage 3s will be issued automatically for certain behaviours which breach the College Learning Charter:

- **Lateness (AM/PM registration).**
- **Any major 'uniform issue' (including no lanyard);** NB. uniform issue should only be punished once during a single day.
- **Unkind and/or anti-social behaviours around college which contravene the College Learning Charter (e.g. play fighting).**

**Mobile phones and head-phones are banned items. Students are not permitted to use their mobile phones at any time\* during the College day.**

**Any student (Y7-11) who is seen to be in possession of a mobile phone will have the device confiscated immediately. The device will be stored securely in the Head Teacher's office until it can be collected by the student's parent/carer. There is no additional sanction.**

**\*Unless a teacher deems that they can legitimately be used to support the learning in exam classes e.g. photographing notes or homework tasks.**



#### 4.4 **Abuses of**

##### **IT:**

Students are expected to comply with the terms outlined in the **IT User Agreement** which can be found in the Student Planners.

All IT abuses or breaches of the college's e-Safety/Acceptable use Policy (Appendix 9) should be reported to **Mr Tompkins** who is responsible for monitoring and reporting abuses to CLT on a termly basis.

All screens in the college are monitored by software for abusive use. Illegal use of IT will be reported to the police. Depending on the nature and context of the IT abuse, an appropriate sanction will be issued.

#### 4.5 **Behaviour Beyond the College gate:**

Teachers have the authority to discipline students for misbehaviour outside of the College premises "to such an extent as is reasonable". Students will be subject to disciplinary action in response to non-criminal poor behaviour and bullying in any form which occurs off-site and which is witnessed by a member of staff or reported to the College by a third party. This includes any behaviour which: affects the smooth-running of the college, poses a threat to another student or member of the public or adversely affects the reputation of the College.

#### **4.6 Gross Misconduct (Stages 4 and 5)**

Occasionally, 'gross misconduct' warrants a 'high-level' sanction. In such cases, middle and senior leaders may decide to issue a student with a **Stage 4** in consultation with CLT/ BSU staff. **BSU staff must be provided with the details of the 'gross misconduct' which led to a Stage 4 being issued, in order to ensure that the sanction is completed and recorded accurately on SIMS.**

*Depending on the nature of the behaviour, the student will be isolated in the BSU for an agreed period of time to prevent them from continuing to disrupt the life of the College. **10 achievement points will be deducted.** If a student 'fails' their Stage 4 sanction, it will be repeated the following day.*

If any student receives multiple Stage 4s or persistently 'fails' a Stage 4, this may be indicative of more serious under-lying issues which will need to be addressed swiftly through alternative sanctions or formal Pastoral Support Plan.

If a student causes any damage in the College then parents/carers will be expected to pay for damage caused and no college rewards will be available to that student including attending trips, clubs etc. until the damage has been paid for in full.

As a guide, Stage 4s may be entered on SIMS for the following reasons:

- Anti-social behaviour
- Excessive/Persistent Disruption
- Fighting/Violent conduct
- Other 'gross misconduct'
- Racial harassment/racism
- Sexual harassment/ sexism/ Sexual misconduct
- Persistent bullying (including homophobia)
- Truancy
- Vandalism/ Damage to property

**Behaviour Support staff must be provided with full details of any incidents of 'gross misconduct' that warrants a Stage 4 or above.**

#### **'Stage 5' (Exclusion)**

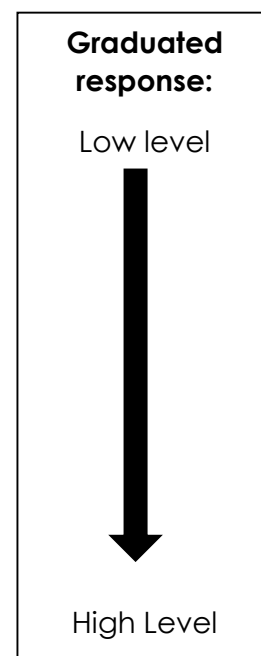
In rare and exceptional circumstances, a student may need to be formally excluded from College because of a major breach of the Behaviour for Learning (or related) policy. Examples include

- Persistent disruption or repeated failure to follow staff instructions.
- Behaviour that poses a risk to the education, safety or welfare of other students.
- Possession or use of a drug or other 'banned' substance (refer to Drug and Substance Misuse Policy- Appendix 7)
- Possession of a weapon, potential weapon or other 'illegal' item (refer to Weapons Policy- Appendix 8)

#### 4.7 'Other' sanctions

Students need to remember that alongside the graduated 'stages', other sanctions still exist. Teachers are encouraged to use their professional judgement in using any of the following sanctions if students make poor behaviour choices:

- 'Corridor Conference'
- Verbal reprimand
- Additional work until required standard is reached
- Mediation
- Hub detention
- Loss of Social Time
- Detention after school
- Behaviour Report Card (RAG)
- Behaviour Support Unit
- Supervised seclusion in BSU or similar
- On report
- Community Service eg litter pick
- Loss of 'privileges'
- Ban on trips, visits and sporting fixtures
- 'Bespoke' curriculum provision (internal)
- Off-site Educational Provision
- Managed move to another school
- Fixed Term Exclusion
- Permanent exclusion



#### 4.8 Roles and Responsibilities

- All members of staff are responsible for developing positive relationships with students which help to foster effective learning and positive behaviour. The importance of praise and reward cannot be over-stated.
- **Form Tutors** are responsible for the day to day monitoring of the behaviour of all students in the Tutor Group, looking for patterns and taking appropriate action if things appear to be going wrong. Form Tutors have a pivotal role in ensuring that students attend well and are prepared for lessons, making sure they have the correct equipment, arrive on time for lessons and are ready for learning  
**Form Tutors are expected to consistently monitor student planners and any reports of those students who have been placed 'on report', to ensure that parents have signed and that targets are being met. Every week, Form Tutors should ensure that every student in their group records their % attendance in planners.**
- **Hub Leaders** are responsible for monitoring patterns of student behaviour within their respective Hubs and should discuss concerns and possible solutions within their triads. This is particularly important when there are issues associated with persistent failure to submit homework, poor quality work or persistent disruptive behaviour that impacts on the learning of other students. Hub Leaders should also ensure that staff who need additional classroom management support are provided with it in a timely fashion.
- **AchCo/ Heads of Year** are responsible for monitoring patterns of behaviour within their respective Year Teams. Repeated breaches of the college's Behaviour for Learning



Policy will result in Parents/carers being invited into College coming into the college with the student to discuss the issue and agree a way forward.

#### **4.9 Restorative Approaches**

The college aims to deal with behavioural issues in a restorative way when possible. A restorative approach recognises that incidents harm everyone; this includes the wrong-doer, the harmed and the wider community. A restorative approach intends to make 'things' right, with the wrong-doer accepting responsibility for their actions, repairing the harm and finding a positive way forward for all parties concerned.

When dealing with incidents staff are expected to try and use a restorative approach, this may include de-escalation strategies, the use of restorative language or the use of 'corridor conferences'. All staff have been provided with a 'script' for the conduct of restorative 'corridor conversations' (see Appendix 10).

#### **4.10 What students should do if they feel they have been treated unfairly**

Students must not argue when given a behaviour stage. This often slows down the pace of lessons and wastes valuable time. If they do argue then they should be warned that they may be escalated to a higher stage. If a student has a complaint, they must wait until the lesson is over before discussing it. They will be listened to.

If students have complaints or feel they are being discriminated against:

1. they should see the classroom teacher after the lesson has finished.
2. If, after doing (1) above students are still unhappy, they should speak to their Form Tutor.
3. If, after doing (2) above, students are still unhappy, they should speak to the appropriate Hub Leader or Head of Year/Achievement Coordinator who will refer to the Deputy Head Teacher if necessary.

### **5. Additional Support: The Inclusion Team**

#### **5.1 In-College support**

##### **Inclusion**

This is an area of the college which is designed to provide support for vulnerable students including those with special educational needs and disabilities. The area provides a range of bespoke support including small group interventions, 1:1 support, mediation, confidential counselling, attendance officer, behaviour support and mentoring.

Inclusion is 'open-access' for students **during break and lunchtimes**, but access is restricted during lesson times to those students who have timetabled lessons in there or who have been referred through the BfL stages or those who have an appointment with a mentor or counsellor. Administrative support is provided by a dedicated **Inclusion Administrator**.

##### **The Behaviour Support Unit (BSU)**

The aims of the BSU are to overcome barriers to learning for students who have learning behaviour problems. In particular, the focus is on reducing exclusions, improving behaviour, providing support and mediation, reparation and supporting parents/ carers.

Students may spend time in the BSU as part of a sanction or after a PSP with the aim of being reintegrated back into the mainstream curriculum as soon as possible. The BSU is staffed by two full-time **Behaviour Support Workers (BSWs)**. Staff referring students for a Stage 3 sanction need to contribute to this process by undertaking a restorative conversation and assist in the setting of improvement targets prior to reintegration to their lessons.

### **'The Base'**

The Base is staffed by one full-time member of staff with a specific brief for developing a growth mind-set amongst referred students and implementing a 'bespoke' curriculum for those at risk of exclusion or unable to access the mainstream curriculum for a variety of reasons. Attendance to 'The Base' may be full or part-time, temporary or permanent, depending on individual needs. Entry and exit to and from 'The Base' will be managed through the PSP process. The 'vision' for The Base is included at Appendix 9.

### **Attendance Officer**

The College employs a full-time Attendance Officer who provides support for students who struggle to meet the College's **minimum attendance threshold of 96%**, including those students who are deemed 'persistent absentees' because their attendance falls below 90%.

The Attendance Officer works closely with parents and offers bespoke pastoral support to vulnerable students and their families on an individual basis. The Officer is responsible for monitoring patterns of attendance across all key groups.

### **Learning Mentors**

The Mentoring Team, led by the Lead Learning Mentor, work with students with the aim of over-coming specific barriers to learning which may or may not be related to challenging behaviour. The mentors work with students themselves but also organise other students to act as mentors, take students out on visits and events and also teach a range of accredited courses. Staff can refer students for mentoring by contacting the Lead Learning Mentor.

### **Counsellor**

The College employs a full-time qualified Counsellor who is able to provide confidential support and guidance to vulnerable students and adults who work at the College. The current post-holder is also the Lead Designated Safeguarding Officer for children and young people, and Child Protection Officer.

### **SENCo**

The Special Educational Needs Coordinator is responsible for ensuring that all students with identified special educational needs are supported and make progress in line with expectations. This includes students who require additional support arising from their social, emotional and mental health needs.

### **Teaching Assistants**

The College employs a number of Teaching Assistants. Their role is to support learning in the classroom or in small groups and to help ensure that individual needs are being met and that interventions are delivered effectively to support students in making progress.

Tutors and subject teachers should seek advice, guidance and support from these specialist colleagues via the SENCo.

## 5.2 Behaviour Reports

Students who need support in managing their behaviour are often placed on behaviour report. Reports are colour-coded (RAG) according to need. Students are placed on report for a specified length of time and are required to demonstrate progress against three behaviour improvement targets which are reviewed every lesson by subject staff and by form tutors during tutor time. Students report to a designated member of staff at the end of each day and are expected to share their reports with parents who are encouraged to make a comment.

The decision to place a student on behaviour report will be made, in most cases by Form Tutor (green), AchCo/HOY or Hub Leader (amber) or CLT (red), when a student is demonstrably failing to make progress or has triggered a behaviour points threshold.

Students are normally placed on red report for the two weeks following a reintegration from exclusion or following a PSP. If improvement targets are met, the report may be 'down-graded' to amber or green. Occasionally, students 'self-refer' and request to go on report to help manage their own behaviour.

## 5.3 Pastoral Support Plans (PSP).

Students experiencing barriers to learning as a result of poor behavior, low attendance, persistent absence or poor punctuality may be referred for a PSP meeting. A PSP may be triggered when an agreed behavior points or attendance threshold is reached or, in some cases, as a result of "one-off gross misconduct.

Typically, a PSP meeting involves the Form Tutor, appropriate staff from the Inclusion Team, Head of Year/AchCo, a member of CLT, Attendance Officer/ Educational Welfare Officer, representative from Leicester Partnership School the student and the parent/carer. The outcomes/ improvement targets agreed during the meeting are recorded in the minutes and made known to staff through the Inclusion Bulletin.

The decision to initiate a PSP will be made, in most cases by the Form Tutor in consultation with AchCo/HoY, Attendance officer or senior leader when behaviour, attendance or punctuality is giving serious cause for concern. There are different levels of PSP and movement through the levels is usually progressive:

### PSP Thresholds and Definitions:

<b>PSP Level</b>	<b>Threshold/ Trigger</b>	<b>Typical Outcome</b>
<b>PSP1</b> – Meeting with parent, student, Form Tutor to discuss concerns about deteriorating behaviour, attendance or punctuality (e.g. High number of stages, sudden change in behaviour, attendance etc.).	<b>30 behaviour points in any 6-week period</b>  <b>Or</b> <b>Attendance &lt;95%</b>	Target monitoring report (green) to Form Tutor;  6 week review period.
<b>PSP2A</b> - Meeting with parent, student plus Head of Year/ AchCo usually as a result of poor response to PSP1.	<b>Failure to improve behaviour; 50 behaviour points in any 6-week period, or</b>  <b>Persistent lateness (&gt;5 occasions in any 6 week period)</b>	HoY/AchCo behaviour monitoring report (Amber);  6-week review period.

	<b>&lt;93% attendance</b>	
<b>PSP2B</b> – penultimate level. No response to PSP 2A. Meeting with parent, student, CLT and external agencies e.g. Leicester Partnership School (LPS) or College Attendance Officer.;	<b>Persistent disruptive behaviour; 100 behaviour points aggregated, or</b> <b>&lt;91.5% attendance</b>	CLT monitoring report (red), possible referral to part-time alternative provision either internal ('The Base') or with LPS; Attendance Panel convened. 6-week review.
<b>PSP3</b> - Highest level of PSP. Failure to improve behaviour or attendance; serious ongoing and persistent concerns. Meeting with parent, student, CLT, LPS representative, Attendance Officer, EWS etc.	<b>Persistent failure to meet behaviour/attendance targets, 150 behaviour points or</b> <b>Persistent Absence trigger (&lt;90%)</b>	'Managed move' to another school, extended alternative provision off-site;  Fixed Penalty notice; Initiation of court proceedings;  Permanent exclusion.

#### **5.4 Managed Moves:**

Managed Moves are used as an alternative to permanent exclusion or when students demonstrably need a 'fresh start' in another school, usually after every other measure to manage a particular situation or issue has been attempted. Managed Moves are brokered through the PSP process (PSP Level 3) and involves a referral to the Behaviour and Attendance Partnership (BAP) which has representation from every maintained secondary school in the city. Managed Moves require parental consent, and if the move is successful following a trial period (normally 6 weeks), the student will transfer to the roll of the 'host' school.

#### **5.5 Working with Outside Agencies:**

The College will work in collaboration with a range of external agencies (other schools, Educational Welfare, Leicester Partnership School (PRU), Educational Psychology Service, Social Services etc.) in order to assess and manage the needs of students who display persistent disruptive behaviours.

#### **5.6 Exclusion (Stage 5):**

Always the last resort in managing challenging behavior. Exclusion may be for a fixed-term or in the most serious cases, permanent. The College is governed by DfE Advice and Guidance on Exclusions. Only the Head Teacher or Deputy Head Teacher with delegated responsibility, may exclude a student from College.

In the case of fixed-term exclusions, a reintegration meeting involving parents/carers must take place before a student is re-admitted following exclusion. During this meeting, expectations are re-emphasised and targets set. Students will normally be placed on red report for a period of time to ensure that reintegration has been successful.

#### **5.7 The use of 'Physical Intervention (PI)':**

Full guidance on the use of PI is provided in Appendix 6

**Physical intervention or reasonable force should only be used as a last resort when other appropriate strategies have failed.**

The Law allows all adults, who are authorised by the Head Teacher to be responsible for students, to use such force as is reasonable to prevent a student:

- Committing a criminal offence
- Causing personal injury, injury to others or damage to property
- Engaging in and behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow the College Physical Intervention Policy (2017) and the guidance it contains in relation to handling students, the use of reasonable force and restraint.

## **Appendix 1: General expectations which promote positive behaviour for learning**

In order to promote outstanding learning which leads to expected and above expected progress there are a number of expectations that should be consistently reinforced by all members of staff.

### **At the beginning of a lesson we expect:**

<b>Action</b>	<b>Reason</b>
Everyone to arrive on time	Time in lessons is precious
Coats and hats to be off, everyone seated. No audio devices to be out, seen or left on.	Be prepared for learning
Equipment, planners and books brought to the lesson and out ready	Be prepared for learning
Everyone to get on with the activities they have been set at the start so the register can be taken.	You should see every part of the lesson as a learning opportunity.
Silence when listening to the teacher and when the register is being called	To show respect for others.

### **During a lesson, we expect:**

<b>Action</b>	<b>Reason</b>
Everyone to try their best and take pride in their work	Learning should be enjoyable and, if you are learning at the right level, it is straightforward. However, we do need to make an effort to learn.
Everyone to listen carefully to instructions and follow them straight away.	Teachers give instructions for reasons; usually those reasons are for the benefit of the whole group.

That no one will have to leave the lesson unless it is an emergency	The time you have is precious and you need to use it all effectively.
Everyone getting on with their own work without interfering with others.	We expect your right to learn to be upheld and we expect you to uphold the right of others to learn.
Listen to others	We can learn from everyone when we listen

**At the end of a lesson, we expect:**

Action	Reason
There will be some time set aside to review what has been learned in the lesson.	You need to review what you have learned and prepare for the next lesson.
You will have written down all the information you need and collected materials so you can do your homework.	Homework should be seen as being a part of the learning of the lesson.
Everyone to leave the room tidy and leave in an orderly way	Leaving the room tidy means you are respecting the right of those next in the room to learn.

**When you arrive at college we expect:**

Points	Reason
Everyone to arrive in good time.	You will need a good punctuality record when you leave college. Punctuality is a good habit.
Everyone to go straight to lessons when the music sounds.	We need to make the most of our learning opportunities.

**When you are in college but not in lessons we expect:**

Points	Reason
That you walk around the corridors and don't run, push others or play with balls in or around the building. <b>Students are expected to follow the agreed one-way system.</b>	You could hurt someone else or yourself if you are running or pushing. You could break a window with a ball.
That you wear school uniform at all times (not 6 <sup>th</sup> form) and that you don't wear your cap or hood indoors (all).	We need to know who is in college at all times and hoods and caps can hide faces and make that difficult.

	Our uniform should be worn to say you are pleased to be a member of the college.
That you wear your lanyard correctly at all times	The lanyard identifies you as a TCOLC student. This is an important safeguarding measure designed to help keep students and adults safe.
That you do not smoke or possess any alcohol or illegal substances	This is a non-smoking college. If you do possess any alcohol or illegal substance we will inform your parents and the police.
That you do not shout or make a lot of noise inside or around the building	You will disturb people working and learning if you do.
That you do not endanger others e.g. by fighting, play-fighting, being aggressive or doing dangerous things.	Violence, bullying and racism will not be tolerated.
That you queue in an orderly fashion, not pushing in, not pushing others keeping to one side and not being noisy.	No one likes queuing but while you are waiting try to make it as pleasant and civilised as possible for everyone.
That you never encourage anyone else to break the code e.g. crowding around and encouraging a fight	The code is there for everyone's benefit. If you can't agree to it this isn't the college for you.

## **Appendix 2: Guidance on Good Classroom Behaviour Management**

Behavior Management does not equate to punishment. We all have a sense of responsibility to the students we teach – even the challenging ones. This is why we have chosen to work in a comprehensive school in a belief that quality relationships lie at the heart of behavior management and effective learning. No major steps forward have ever been made on the basis of punishment alone.

Our Behaviour for Learning Policy contains a minimum number of rules and expectations for the classroom. Here are some suggestions aimed at keeping the atmosphere light and pleasant and it is the responsibility of the classroom teacher to do these things as a part of good practice. **Always remember, complex issues do not always have simple solutions:**

### Creating a Calm Atmosphere

- Greet and welcome the students
- Say please and thank you at all times
- Speak quietly and shout only as a last resort
- Explain what you are doing
- Show interest in the students
- Say things which show you take an interest in them
- Believe in their ability to achieve
- Be prepared to apologise
- Find a way of doing this which suits your own personality
- Smile and enjoy the lesson yourself

### Getting on with the work

- Write the lesson outcomes on the board
- Don't talk to students when they are not listening. Wait for as long as it takes
- Break activities into stages
- Make instructions clear
- Give examples of what you want
- Identify the weakest child and make sure they can do the activity
- Make sure that students understand the work
- Review the lesson

### Following Instructions First Time and Refusals

- Keep calm
- Keep the lesson going
- Don't let secondary behaviours cloud your judgement and cause you to be unreasonable
- Don't let your mood determine your behaviour
- Do insist that the BfL Policy is followed - especially early on in the term
- Follow the Behaviour Policy consistently

### Achieving Potential

- Have high expectations of what students can do - let them surprise you!
- Praise success
- Reward effort
- Show students how to get better results and progress to the next level
- Give good written and verbal feedback



- Provide support and access material/strategies for the weakest students
- Set levels as high as possible and adapt for the weaker students
- Share ideas with other staff

**As the adults**, our approach should always attempt to:

- Put our college aims, vision and Learning Charter into practice
- Follow our Behaviour Policy consistently – sanctions *and* rewards
- Encourage the growth of mutual respect and positive relationships
- Be fair, consistent, but flexible and allow students to gain self-esteem and success in college
- Reinforce good behaviour and attitudes
- Specifically reward students for their **effort** (via SIMS and by issuing Green Cards)
- Use opportunities for praise (reward via SIMS as well as verbally)
- Gradually increase responsibilities to students
- Ensure good communications between all involved - teacher, student, AchCo, Form Tutor, Hub Leader, CLT, Inclusion Team members (eg, SENCO and Learning Support, Attendance Officer), Learning Mentors, BSWs etc), parents and external agencies.

Shared Preferred Practice:

- Our approach should always be one of assertive calmness
- Keep focussed on the primary behaviour issue – don't get drawn into secondary issues
- Give directed choice – choices within the boundaries of what is acceptable in the Learning Charter
- Always repair and build – the initiating teacher should be the one who does this, supported where appropriate, by a senior member of staff or BSW.
- Intervention should be task-focused – refocus the students on the learning outcome before addressing the behaviour
- All staff should practice relaxed vigilance – there is no place for non-vigilant staff or over-vigilant staff
- Consequences need to be certain rather than severe
- State the issue then use positive corrective language e.g. “you are fiddling with the blinds, it is distracting. Please leave them alone and face this way.”

De-escalation strategies to prevent Stage 2 becoming a Stage 3 etc:

- ‘Time out’ – either somewhere in the classroom or just outside the door. No more than 1-2 minutes; sufficient for students to ‘cool off’ and re-focus on the learning
- Move seats – aim is to prevent disruption to the learning of others
- Non-verbal communication – a look that says “I have told you and I don't want to have to tell you again”
- Tactical ignoring – do not draw attention to the primary behaviour issue. For some students who may feel inferior, acting out is the only way to get noticed or gain status.
- Emphasise the positive behaviour that you seek– “I really like the way you put your hand up before answering the question...”
- Model positive behaviour at all times.

Avoid Provocative Behaviour:

Avoid provocation – it is almost always counter-productive. Examples of provocative behaviour:

- Believing that discipline is confrontation and a competition that must be won
- Inability to defuse situations
- Inconsistent punishment
- Preferential treatment
- Expectation that badly behaved students will behave badly
- Negative comments about work made in public
- Frequent use of unrealistic ultimatums which lead to more confrontation
- Avoiding contact with students outside the classroom

Useful classroom speak:

- Eyes and ears this way
- Hands down for now
- Settle down please
- Cue the class when addressing persistent 'offenders' – “excuse me for a moment class”
- Address the primary behaviour and state what the student is doing – “you’re chatting; it’s whole-class learning time”
- BDS- bad day syndrome- It’s OK!
- “in our class, it’s hands up (or not) for questions”
- When a student has misbehaved, they need time out, not counselling. Support comes after the consequence.
- “Are you aware of what you are doing and the effect it is having on others?”
- “You helped me a lot yesterday – let’s get back to normal”

Reparation:

- Tune into the student’s feelings
- Consequence is fair, necessary, known, respectful – **certainty not severity.**
- Focus on the primary issue
- Give student the right to reply – clarify the behaviour
- Agree targets .... “next time...”
- Separate amicably

### **Appendix 3: List of Abbreviations**

AchCo	Achievement Coordinator
ABM	Catering providers
AHT	Assistant Headteacher
BfL	Behaviour for Learning
BSU	Behaviour Support Unit
BSW	Behaviour Support Worker
CLT	College Leadership Team
DHT	Deputy Headteacher
G4S	Facilities management providers
HT	Headteacher
HoY	Head of Year
ITE	Initial Teacher Education
KS3 (4 or 5)	Key Stage with reference to the National Curriculum
LCC	Leicester City Council
LRC	Learning Resource Centre (now the Study Centre for 6 <sup>th</sup> Form)
PI	Physical Interventions/ Restraint
PIP	Pastoral Intervention Process (for 6 <sup>th</sup> form)
PPA	Planning Preparation and Assessment
PSHE	Personal Social and Health Education
PSP	Pastoral Support Plan
RAG	Red Amber Green
RAL	Raising Achievement Leader
SENCo	Special Educational Needs Coordinator
SIMS	School Information Management System
SMART	Specific Measurable Achievable Realistic Time-bound
T&L	Teaching and Learning Leader
TCOLC	The City of Leicester College
UCAS	Universities and Colleges Admissions Service

## Appendix 4: Classroom Routines from September 2017 (Yrs 7-9)

### AM Registration – Every Day

- Students line up outside/jackets removed/uniformed checked/lanyards shown. **Teacher is at the door when the bell goes!**
- Teacher greets each student as they enter the classroom, ensuring they all say “Good morning” in response.
- Students wait behind their seat; the tutor then asks them to sit down.
- **The register is taken.**
- The *College Pledge* is read aloud by a nominated/selected student.
- Notices are given/issues discussed.
- Students stand quietly behind their seats before calmly leaving for Period 1 (preparedness for learning).

### PM Registration

- Students line up outside/jackets removed/lanyards out. **Teacher is at the door when the bell goes!**
- Teacher greets each student as they enter the classroom, ensuring they all say “Good afternoon” in response.
- Students wait behind their seat; the tutor then asks them to sit down.
- **The register is taken.**
- *PiXL Edge* session/activity/mentoring begins.
- Students stand quietly behind their seats before calmly leaving for Period 5 (preparedness for learning).

### Assemblies

- On the day of an assembly, students meet their Form Tutor at their registration room and line up. **Teacher is at the door when the bell goes!**
- Uniform is checked, jackets removed and lanyards are on display.
- Form Tutors lead students down to the Main Hall calmly and quietly.
- Students sit in their respective Form sections in the Main Hall. Form Tutors ensure that their students remain calm and quiet.
- The *College Pledge* is read out by a nominated/selected student(s) and the assembly is delivered.
- Students remain seated until the HoY/AchCo dismisses their tutor group.

## **Appendix 5: 6<sup>th</sup> Form Home/College Agreement**

At TCOLC Sixth Form we have high expectations for both ourselves as an institution and our students. This document aims to clarify what we can expect from each other.

### **TCOLC Sixth Form aims to provide:**

- A varied and rich programme of study with courses that are taught by subject specialists
- A friendly and caring environment
- Support staff, including a form tutor and Sixth Form mentors
- A pastoral programme that will enable you to develop study skills and strategies for independent learning
- Support in progressing onto the next stage of your career (university/ the workplace/ apprenticeships)
- A variety of enrichment opportunities that will enable you to develop skills outside of the classroom and experience opportunities related to your chosen career path
- Opportunities to work with students from other year groups in a mentoring/ support/ leadership capacity
- Regular progress reviews and opportunities to meet and discuss with your parents/ guardian
- Support for any special learning needs you have

### **Our expectations of students:**

- Attend and be punctual to all of your timetabled sessions; maintaining high levels of attendance (above 95%). Adherence to the college attendance policy (as outlined in the student handbook).
- Complete all work to an acceptable standard and meet all your deadlines
- Show respect to all members of the college community
- Communicate regularly with your subject teachers; with regard to class work, independent study, deadlines and absences
- Act as a positive role model for younger students and behave appropriately around the site
- Dress appropriately (no jeans with rips in; no offensive messages on t-shirts; no caps to be worn inside the building; no visible headphones/music devices around the corridors)
- Restrict the personal use of mobile phones to outside of lesson times and only in Sixth Form areas during break times
- Wear your lanyard containing your college identity card at all times

**A failure to meet our expectations will result in students being subject to the college Pastoral Intervention Programme. A student's place at TCOLC Sixth Form will be in jeopardy if they cannot demonstrate the basic expectations outlined in this agreement.**

Please complete the reply slip below and return it to Mrs Wales. A student will not be enrolled until this slip is received. Please keep the agreement for your reference. A copy can also be found in the college handbook.

## Appendix 6:

# Physical Intervention Guidance

### 1. Purpose:

The purpose of this policy is to make clear the position of the school with regards to physical interventions and the need to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention. It is the objective of The City of Leicester College to maintain consistent and safe practices in the use of handling, reasonable force and restraint.

This PI Policy should be read in conjunction with the Behaviour for Learning Policy (2017-18), Staff Handbook (2017), The Teachers' Standards (2012) and specific College guidance relating to: assaults on staff (LCC Bulletin 47 Aug 2010), Managing Allegations, Drug and Substance Mis-Use, Weapons, Equalities, Child Protection and Safeguarding. See also DfE Guidance (2013) The Use of Reasonable Force.

### 2. Definition of Terms:

**Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

**Use of Reasonable Force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

**Restraint** - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property.

[\*Significant Injury could include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.]

### 3. Physical Intervention and the Law

The circumstances under which a member of staff may use force are detailed in the Education and Inspections Act 2006. School staff, and those authorised by the Head Teacher to supervise students, can use "such force as is reasonable\* in the circumstances to prevent a student from doing or continuing to do" any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the student himself)

- Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise

The power to use force applies to a member of the staff of any school at which education is provided for the student. The power may be exercised only where:

- The member of the staff and the student are on the premises of the school in question, or
- They are elsewhere and the member of the staff has lawful control or charge of the student concerned.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Legislation about the use of force to restrain students does not make training a legal requirement.

Members of staff may use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning of others.
- Prevent a student from attacking a member of staff or another student, or stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

### **It is always unlawful to use force as a punishment.**

A panel of experts commissioned by DfE has identified that certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose

### **Isolation/seclusion**

The Law permits schools to use seclusion /isolation rooms as a sanction for poor behaviour.

### **When can physical contact be used?**

It is not illegal to touch a student. There are occasions when physical contact with a student is "proper and necessary".

These may include:

- Comforting a distressed student
- Congratulating or praising a student
- Demonstrating how to use a musical instrument

- Demonstrating exercises or techniques during PE lessons or sports coaching
- Giving first aid

#### 4. **Implementation of Physical Intervention:**

All members of staff working with students at the college are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary. No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place. In all circumstances where physical intervention is or may become required, members of staff should ensure that **adult assistance** is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

**Where possible, assistance should be sought from members of staff who have been trained using “Team Teach”. A list of trained staff is appended to this guidance (Appendix B).**

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear. The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

#### 5. **Recording Physical Intervention**

All incidents where staff feel that they have used physical intervention to modify behaviour or conduct should be recorded using the Physical Intervention recording Form (Appendix A). These forms are available from the Behaviour Support Unit or one of the college’s Designated Safeguarding Leads (DSL).

It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place and return it to one of the DSLs. The circumstances and nature of the physical intervention will be held on the record of the student involved. The DSL will inform any necessary agencies/authorities of the physical intervention in accordance with DfE and LA guidance. One of the DSLs will ensure that parents/carers are appropriately informed. For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

#### 6. **Searching and Screening Students**

Where the college believes that a student has illegal substances in their possession, then it may be necessary to ask the student if they are willing to be searched by a member of staff. If the student gives permission, such a search should only be undertaken in front of a witness and by a member of staff of the same gender. **Two members of staff are required to be present when a student is searched.** All searches will be recorded in a record book kept in the behaviour support unit.



Students, in the first instance, should be asked to empty their own pockets and bags. Confrontation should be avoided where possible. If the student does not give their permission to be searched, then no search will be undertaken.

If a student fails to give consent to be searched by a member of staff...the Police will be informed and requested to attend to undertake a search. The permission and attendance of the parent/ carer should be obtained. Every reasonable attempt will be made, within a reasonable amount of time, to inform the parent/carers. If necessary, the assistance of an interpreter will be provided.

## Appendix 1: Physical Intervention Record

<b>Physical Intervention (PI) Recording Form</b>		
<b>Student upon whom PI was used:</b> Name:	DOB:	Home Address:
<b>Staff Member directly involved:</b> Name:	Job title:	Contact telephone number:
<b>Supporting Staff Member(s):</b> Name:	Job title:	Contact telephone number:
<b>Date of event:</b>	<b>Time:</b>	<b>Location:</b>
<b>Describe events leading up to the use of PI:</b>		
<b>Describe de-escalation techniques used where applicable:</b>		
Verbal advice and support <input type="checkbox"/>	Reassurance <input type="checkbox"/>	
C.A.L.M. talking/Stance <input type="checkbox"/>	Negotiation <input type="checkbox"/>	
Choices/Limits <input type="checkbox"/>	Humour <input type="checkbox"/>	
Consequences <input type="checkbox"/>	Planned ignoring <input type="checkbox"/>	
Distraction <input type="checkbox"/>	Withdrawal (Requires staff/carer supervision) <input type="checkbox"/>	
Time out <input type="checkbox"/>		
<b>Reason for use of PI</b>		
<b>Describe type of reasonable force used/restraint techniques</b>		
Double Elbow <input type="checkbox"/>	Single Elbow <input type="checkbox"/>	
Wrap <input type="checkbox"/>	Two-person Single Elbow <input type="checkbox"/>	
Half Shield <input type="checkbox"/>	Two-person Double Elbow <input type="checkbox"/>	
Sitting Double Elbow <input type="checkbox"/>		

**Other students/ staff members who were involved e.g. as witnesses:**

**Subsequent actions (to be completed by the member of staff directly involved):**

**Details of First Aid provided:**

**Witness statements taken from:**

**Contacted Parents:**

Date:

Response:

Recorded in Communication Log (SIMS)?

**De-brief student (welfare / sanction?)**

Date:

Response:

**De-Brief Staff** (welfare/ refer to AMICA etc)

**Any Further Action (to be completed by DSL/CLT):**  
**[e.g. refer to LADO, complaint received/investigation, outside agency involved]**

**Appendix 2: List of Staff who are “Team Teach” trained (September 2017):**

<b>Name</b>	<b>Role</b>	<b>Telephone Extension</b>
Alex Bale	Behaviour Support Worker	116
Anton Amoo	Behaviour Support Worker	116
Daren Amoo	Lead Mentor	112
Paryce Thrower	Teaching Assistant	
Peter Sanderson	T & L leader – Maths & ICT	180
Daniel Dudson	Technician – Expressive Arts	159

## **Appendix 7:**

# **College Attendance Policy 2017**

### **Introduction:**

For our students to gain the greatest benefit from their education, it is vital that they attend college regularly. We expect all of our students to attend on time, every day the college is open unless the reason for the absence is unavoidable. As a college we will work closely with the Education Welfare Service of the Local Authority to support regular attendance. This Attendance Policy is written to reflect the Law and also the statutory guidance produced by the Department for Education.

It is very important, therefore, that every parent/carer makes sure that their child attends regularly and punctually. This Policy sets out how, together, we will achieve this.

### **Why Regular Attendance is so important:**

Any absence (including lateness) affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning and progress of others in the same class. Ensuring regular attendance at college is a parent's statutory responsibility and permitting absence from college without a good reason is an offence in Law which may result in a Fixed Penalty Notice (for each parent/carer) and/or prosecution.

Currently, (each) parents/carers may be fined £60 if their child has unauthorised absence from school rising to £120 if this fine is not paid within 21 days. Parents/carers may also face prosecution in the Magistrate's Court; a fine of up to £2,500 or a community penalty together with a Parenting Order. A criminal record will then exist for the parent/carer.

### **If a child is not in school or college:**

- They may be absent without a parent/carer's knowledge
- They may be at risk
- They are missing out on their education

### **Students with 'good' attendance (i.e. 96% or above):**

- Achieve better
- Feel happier
- Gain confidence
- Find it easier to make and keep friends
- Have better prospects of gaining employment and training

### **Promoting Regular Attendance:**

Helping to create a pattern of regular attendance is everybody's responsibility – parents/carers, students, Form Tutors and other members of college staff, including governors.

#### **To help us all to focus on this, the College will:**

- Give parents/carers information on attendance through regular communications with home. Your child's Form Tutor will contact parents/carers if they have any concerns about a child's attendance.
- Provide parents/carers with reports on how their child is performing in college, what their attendance and punctuality is, and how this relates to their achievement.
- Celebrate good attendance by displaying individual and class achievements, with incentives and rewards.
- Reward good or improving attendance through class competitions, certificates and outings/events.
- Run promotional events when parents/carers, students and staff can work together on raising attendance levels across the college.

### **Understanding types of absence:**

By Law, every half-day absence has to be classified by the college (not by the parents/carers), as either AUTHORISED or UNAUTHORISED. This is why information about the reason for any absence is always required, preferably in writing.

*AUTHORISED* absences are mornings or afternoons away from *college* for a genuine reason like illness, medical/dental appointments which unavoidably fall in *college* time, emergencies or other unavoidable cause.

UNAUTHORISED absences are those which the college does not consider reasonable and for which no "leave" has been given. This includes:

- parents/carers keeping children off college unnecessarily (ie condoned absence)
- truancy during the college day
- absences which have never been properly explained
- children who arrive at college too late to get a mark
- shopping, looking after other children, birthdays
- day trips and holidays in term time which have not been agreed by the Head teacher.

This type of absence can lead to the Local Authority using sanctions and/or legal proceedings. Whilst any child may be off college because they are ill, sometimes they can be reluctant to attend college for some other reason. Any problems with regular attendance should be addressed by the college in partnership with the parents/carers and the child. If a student is reluctant to attend college, it is wrong for parents/carers to cover up their

absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and invariably makes things worse.

### **Persistent Absenteeism (PA):**

A student becomes a 'persistent absentee' (PA) when they miss **10% or more** schooling sessions across the school year for whatever reason. Absence at this level causes considerable damage to a child's progress and attainment which is why we require the fullest support and co-operation of parents/carers to tackle PA before it becomes a more serious issue.

Form Tutors and other members of the college staff monitor student absence thoroughly. Any case that is seen to have reached the PA mark (90% attendance) or is at risk of moving towards that mark is given high priority, and parents/carers will be informed of this immediately, and invited to attend a Pastoral Support Planning (PSP) meeting at the college.

PA students are tracked and monitored carefully through the college's pastoral support system. All PA students and their parents/carers are subject to a Pastoral Support Plan which may include: improvement targets, review dates, support strategies, individual incentive programmes, participation in group activities around raising attendance, or the allocation of additional specialist support through a Mentor, Education Welfare Officer or. All PA cases are also automatically made known to the Education Welfare Service.

### **Absence Procedures:**

#### **If a child is absent, parents/carers must:**

- Contact the college as soon as possible on the first day of absence;
- Send a note, text or e-mail on the first day the child returns with an explanation of the absence. Parents/carers must do this even if they have already telephoned us;

Alternately, parents/carers may call into college and report to the main college reception, who will arrange for a discussion or meeting with an appropriate member of staff either immediately or at a future point.

NB: Copies of any absence notes/letters that are provided by parents/carers will be stored in the student's individual file.

#### **If a child is absent, the College will:**

- Contact parents/carers by telephone or text on the first day of absence (and on subsequent days) if we have not heard from you; The Form Tutor is the first point of contact in this instance.
- Ask for medical evidence to be given if the child is absent for more than three

consecutive days or if the child has had frequent periods of absence.

- Write to parents/carers if there are any concerns about a child's attendance to express concerns about emerging patterns or levels of absence;
- Invite parents/carers to attend a Pastoral Support Planning meeting, the purpose of which is to discuss a resolution of the situation with our Attendance Officer and/or Pastoral Leaders if absences persist;
- Refer the matter to the Education Welfare Officer (EWO) if attendance is a concern.
- In some circumstances, for example, if a child is absent from college and has not been seen, we will arrange for a visit to your home to be undertaken to establish that your child is safe and well. This could be by a Police Officer or Social Worker.

NB: Letters and notes of our contact with parents/carers will be stored on the child's individual file.

### **Telephone numbers:**

There are times when the college needs to contact parents/carers about a variety of matters, including absence. It is therefore essential that our records contain up-to-date contact details. It is the responsibility of parents/carers to ensure that the College always has an accurate set of contact details.

### **The Education Welfare Officer:**

Parents/carers are expected to contact college at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the college may refer the child to the Education Welfare Officer from the Local Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorized absences persist, these Officers can use sanctions such as Fixed Penalty Notices or prosecutions in the Magistrates' Court. Full details of the options open to enforce attendance at school are available from the Local Authority. (Please note that Penalty Notices can be issued by the Local Authority immediately following a period of holiday-related leave that has not been authorised by the college.)

Parents/carers or children may wish to contact the EWO themselves to ask for help or information. They are independent of the college and will give impartial advice. Their telephone number is available from the college office or by contacting the Local Education Authority on 0116 454 5510. They can also be reached by e-mailing [education.welfare@leicester.gov.uk](mailto:education.welfare@leicester.gov.uk).



### **Lateness:**

Poor punctuality is not acceptable and impacts negatively on progress and attainment. If a child misses the start of the day they may miss essential work and do not spend valuable time with their Form Tutor who may be providing vital information and news for the day. Poor punctuality also disrupt lessons, can be embarrassing for the late-arriving child and can also encourage absence.

### **How the college manages lateness:**

The college day starts at **8.30 am** and we expect every child to be in class at that time.

At **9.00am** the official college registers will be closed. In accordance with statutory regulations, if a child arrives after that time, they will receive a mark that shows them to be on site. However, this will **not** count as 'present' mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If a student has a record of persistent lateness, parents/carers will be asked to attend a Pastoral Support Planning meeting, the purpose of which is to resolve the problem. Parents/carers may approach the college at any time if they experience problems getting their child to college on time.

### **Holidays during Term Time:**

**There is no flexibility in this regard; Holidays during term time are NOT PERMISSIBLE.**

All absences of this nature will be UNAUTHORISED. However, the Head Teacher may use her discretion with regard to the use of Fixed Penalty Notices. Consideration for this will be dependent on exceptional family circumstances only.

A fixed penalty notice **will be applied** to any period of unauthorised absence of 4 days or more.

For unauthorised absence, the amount of penalty to be paid will be:

- £60 if paid within 21 days of receipt of the notice and
- £120 if paid within 28 days.

### **College targets, rewards and special initiatives:**

The college has targets to improve attendance and punctuality, and to reduce the number of students who are persistent absentees.

Students will be rewarded for good attendance and punctuality, and for significantly improving their attendance. Students with outstanding attendance may be eligible for some of the 'elite rewards' that the college will be offering from September 2017.

**The Attendance target for the college is 96% or above.** This target exists for each individual student of The City of Leicester College.

The college has identified the following categories of attendance:

OUTSTANDING\* (100% attendance = GOLD CARD +20 Achievement Points)

EXCELLENT (97.50 -99.0 % attendance = +10 Achievement Points)

GOOD: (96.00-97.40% attendance = +5 Achievement Points)

**No lates** in a 6-week period. = +5 Achievement Points.

(\*the definition of 'outstanding attendance will be extended to students who students who undertake the prescribed amount of recognised religious observance).

### Registration Codes

The college will use a computerised system for keeping school attendance records. The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
<b>B</b>	Educated off site (NOT Dual registration)	Approved Education Activity
<b>C</b>	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
<b>D</b>	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
<b>E</b>	Excluded (no alternative provision made)	Authorised absence
<b>F</b>	Extended Family Holiday	Authorised absence
<b>G</b>	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
<b>H</b>	Family holiday (agreed)	Authorised absence
<b>I</b>	Illness (NOT medical or dental etc. appointments)	Authorised absence
<b>J</b>	Interview	Approved Education Activity
<b>L</b>	Late (before registers closed)	Present
<b>M</b>	Medical/Dental appointments	Authorised absence
<b>N</b>	No reason yet provided for absence	Unauthorised absence
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
<b>P</b>	Approved sporting activity	Approved Education Activity
<b>Q</b>	Approved alternative provision (internal) or exceptional circumstance	Not counted in possible attendances
<b>R</b>	Religious observance	Authorised absence
<b>S</b>	Study leave	Authorised absence
<b>T</b>	Traveller absence	Authorised absence
<b>U</b>	Late (after registers closed)	Unauthorised absence
<b>V</b>	Educational visit or trip	Approved Education Activity
<b>W</b>	Work experience	Approved Education Activity
<b>X</b>	Untimetabled sessions for non-compulsory school age	Not counted in possible attendances
<b>Y</b>	Enforced closure	Not counted in possible attendances

<b>Z</b>	Pupil not yet on roll	Not counted in possible attendances
<b>#</b>	school closed to pupils	Not counted in possible attendances

### **Security of registers**

Registers by Law must be kept for at least 3 years. Electronic back-ups or micro-fiche copies can be made. These also need preserving for at least three years. The registers must be safely stored.

### **Those people responsible for attendance matters in this college are:**

Ms S Lloyd, Attendance/Welfare Officer

Ms A Withers, Attendance Secretary

Mr W Morris, Deputy Head Teacher

### **Summary:**

The college has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend. All college staff are committed to working with parents and students as the best way to ensure as high a level of attendance as possible.

## **Appendix 8:**

# **Drug and Substance Mis-Use Policy**

### **Aims of this Policy**

The college is committed to helping all students fulfil their potential. Helping them to resist drug and substance misuse is part of this aim.

Our policy is based on ensuring that important facts about drugs and substances are taught (largely as part of the PSHE programme) enabling students to make informed choices and decisions. This coupled with the college aims of improving self-esteem and helping recognize personal skills in themselves and others should enable them to take responsibility for what they do.

The college is keen to work with students, parents, police and other relevant agencies and make its attitudes to drug and substance misuse clear to all. The approach is one of support for students, but being prepared to take a strong line with those who seek to encourage, or in any way support drug misuse.

### **Drugs Education Programme**

Drugs education in The City of Leicester College is part of the PSHE programme taught throughout the college and as a part of the Key Stage 3 and 4 National Curriculum for Science Programme of Study:

#### **Key Stage 3**

##### **Health and Lifestyle**

- that a drug is any substance that changes the way the body or mind works
- that drugs alter the way the body works physically or mentally
- to recognise the need for informed consent in experiments involving people
- how to deal with factors that cannot be controlled
- how to work collaboratively to obtain sufficient valid data to draw conclusions

#### **Key Stage 4**

##### **Organisms and Health**

- organisms are interdependent and adapted to their environments
- variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified
- the ways in which organisms function are related to the genes in their cells
- chemical and electrical signals enable body systems to respond to internal and external changes, in order to maintain the body in an optimal state
- human health is affected by a range of environmental and inherited factors, by use and misuse of drugs and by medical treatment

## **Objectives**

The objectives of the PSHE programme are to: -

- Improve self-esteem
- Make informed choices
- Develop personal initiative and be able to take responsibility
- Recognise personal skills in themselves and others
- Maintain and develop relationships
- Develop self confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

In conclusion, the college favours a delivery which encompasses information-based programmes and life skills approaches rather than fear arousal.

## **Drug Education Co-ordinator**

The Deputy Headteacher (Inclusion) is responsible for the oversight of the 'drug and substance misuse education programme' which is an integral part of the PSHE and pastoral programmes through assemblies and tutor discussions.

## **Dealing with drug related incidents**

A drug-related incident is any situation or concern arising out of the suspected or actual use or possession of drugs. This includes medicines, alcohol, tobacco, solvents, illegal drugs, e-cigarettes ('vapes'), nitrous oxide (laughing gas) etc. A list of 'illegal' substances, which will be regularly updated, is appended to this policy.

As a college we are committed to tackling drug and substance misuse among young people and any incident involving the possession, supply or use of the drugs on college premises\* will be regarded with the utmost seriousness.

(\* law and guidance in this area (respectively section 89(5) Education & Inspections Act 2006 and paragraph 3 of the DfE's Guidance on Exclusions) permits the Headteacher to take full account of a child's behaviour outside of school when considering whether to discipline them.)

Each drug or substance-related incident will require different responses given that no two incidents are exactly the same. However, it is reasonable to expect the following measures/sanctions may apply:

- If the substance is an illegal one, then a CLT member must be informed immediately and they will take charge of the incident. The college regards cannabis as an illegal substance.
- All incidents will be recorded in the 'Drugs Incident Book' by the CLT member handling the case. The book will be kept by the Deputy Head Teacher (Inclusion).

## **Sanctions:**

<b>Incident</b>	<b>Action taken/ Sanction</b>
Use of or possession of...Cigarettes, tobacco, cigarette papers, lighters,	<ul style="list-style-type: none"><li>• First aid assessment</li><li>• Offending item confiscated.</li></ul>

matches, e-cigarettes ('vapes') on the college premises	<ul style="list-style-type: none"> <li>• Stage 4 issued (refer to college Behaviour for Learning policy)</li> <li>• Letter/phone-call to parent/carer</li> <li>• Parents asked to collect offending items</li> </ul>
Drinking or bringing any alcoholic beverage onto the college premises	<ul style="list-style-type: none"> <li>• First aid assessment</li> <li>• Alcohol confiscated</li> <li>• Stage 4 issued</li> <li>• Possible fixed-term exclusion</li> <li>• Students collected by parents</li> <li>• Parents/carers asked to come in to discuss the matter.</li> <li>• Possible police/ social services involvement</li> </ul>
Arriving to college under the influence of alcohol or drugs	<ul style="list-style-type: none"> <li>• First aid assessment</li> <li>• Offending items confiscated</li> <li>• Parents/carers informed</li> <li>• Student isolated in Behaviour Support</li> <li>• possible police/ social services involvement</li> <li>• possible exclusion</li> </ul>
The possession of illegal drugs or substances in or around college	<ul style="list-style-type: none"> <li>• First aid assessment</li> <li>• Offending items confiscated and stored securely</li> <li>• Parents/carers informed</li> <li>• Possible fixed-term or permanent exclusion</li> <li>• Possible police/ social services involvement</li> </ul>
Being under or suspected of being under the influence of illegal substances or alcohol	<ul style="list-style-type: none"> <li>• First aid assessment</li> <li>• Parents/carers contacted</li> <li>• Student isolated in behaviour support</li> <li>• Possible fixed-term/permanent exclusion</li> </ul>
Selling, supplying or intention to sell/supply drugs/ illegal substances in or around college	<ul style="list-style-type: none"> <li>• Student isolated</li> <li>• Parents/carers informed</li> <li>• Possible police/ social services involvement</li> <li>• Possible exclusion (fixed-term or permanent)</li> </ul>

### Staff Checklist:

A 'drug/substance mis-use' checklist is available in the Staff Handbook. This should be followed in all incidents relating to drugs/ illegal substances.

### **Medical situations:**

When a child appears to be under the influence of a substance then the child's health and safety should be addressed before any consideration of discipline matters.

Where the student appears dazed, confused or is exhibiting other behaviours/symptoms consistent with intoxication then the student should be taken to a quiet and appropriate location and supervised at all times.

One of the college's recognised First Aiders should be called to assist, in line with the college's First Aid and Medical Emergency Policies. The situation should be quickly assessed and attempts made to ascertain what substance has been taken, if any.

A decision must be made swiftly as to whether external medical/emergency assistance is needed. Where a student is unconscious or clearly in need of medical help, the Emergency Services must be called immediately.

### **Staff handling illegal substances:**

When dealing with a drug/ substance-related incident, staff may have to take possession of an illegal substance or substance suspected to be illegal.

In all cases of illegal, or suspected illegal, substance mis-use, the substance will be given to the Police. **A member of staff should never carry a substance away from the college in their pockets or bags.** The substance should be placed in the college safe in the presence of a witness until it can be handed over to the police. Staff should inform the police that this is the action that is being taken and ask if they feel it is appropriate.

### **Searching students:**

Where the college believes that a student has illegal substances in their possession, then it may be necessary to ask the student if they are willing to be searched by a member of staff. If the student gives permission, such a search should only be undertaken in front of a witness and by a member of staff of the same gender. **Two members of staff are required to be present when a student is searched.** All searches will be recorded in a record book kept in the behaviour support unit.

Students, in the first instance, should be asked to empty their own pockets and bags. Confrontation should be avoided where possible. If the student does not give their permission to be searched, then no search will be undertaken.

If a student fails to give consent to be searched by a member of staff...the Police will be informed and requested to attend to undertake a search. The permission and attendance of the parent/ carer should be obtained. Every reasonable attempt will be made, within a reasonable amount of time, to inform the parent/carers. If necessary, the assistance of an interpreter will be provided.

### **Working with the Police:**

The police have both an enforcement role and a training role regarding work with young people and colleges. In the first instance the college should make use of the Local Liaison Officer for drug and illegal substance-related incidents and support:

**Drug/Alcohol Liaison Officer: 0116 222 2222 x3584**

If the incident involves an element of danger or risk, the college should ring 999 (emergency), 101 (non-emergency) or 0800 555111 – Crimestoppers (to report a crime anonymously)

When the college deals with an incident itself, it should inform the Police of the incident and how it was dealt with. The young person's name need not be divulged but the parent/ carer of the student must be informed.

### **Working with parents/carers:**

The college and parents/carers should be partners in handling drug and substance-related issues. Although there is no legal obligation to inform parents/carers that their child is involved with drugs, the college expects that the parents/carers should be involved as early as possible.

Should the college wish to work with drug and substance-related issues in the community, advice should be sought from the Drug Liaison Officer on 0116 222 2222 x3584

### **Advice and confidentiality:**

Staff can provide factual information on drugs, alcohol and illegal substances, but they should not offer confidential advice to students. Students should be made aware that the member of staff has a duty of care to share information with other staff, or external agencies, if the child is in danger.

**Staff should be aware that the student can be referred to Daren Amoo (Lead Learning Mentor) for mentoring support, Karena Anderson for confidential counselling or Bill Morris (Deputy Headteacher- Inclusion) for anything relating to personal development, behaviour or welfare.**

### **Useful contacts:**

Local CAMHS Support Service	0116 295 2900
Talk to Frank	0800 77 66 00
Young Minds	020 7089 5050



**Appendix 1: List of substances deemed to be ‘illegal’ and within the scope of this policy (August 2017):**

<b>Illegal substance</b>	<b>Alternative name/form</b>
Any <b>tobacco</b> product (cigarettes, loose tobacco, chewing tobacco, snuff, shisha)	Smokes, Shisha, Rollies, hubble bubble, hookah, Fags, Ciggies, Baccy.
Cigarette papers or associated paraphernalia (filters, rollers, grinders, pipes, ‘bongs’, Sheesha, lighters, matches, etc)	
<b>e-cigarettes/ ‘vapes’</b> (including ‘shisha pens’ and any vape fluids)	
Any <b>alcoholic</b> beverage	
<b>Cannabis/ Marijuana</b> derivative in any form including synthetic cannabinoids (or associated paraphernalia (filters, rollers, grinders, pipes, ‘bongs’, lighters, matches, etc)	weed, skunk, sinsemilla, sensi, resin, Puff, Pot, Marijuana, herb, hashish, hash, grass, ganja, draw, Dope, Bud, <b>bhang</b> , x, Tai High Hawaiian Haze, Spice, Mary Joy, exodus damnation, ecess, devil's weed, Clockwork Orange, Bombay Blue Extreme, Blue cheese, black mamba, Annihilation, <b>Amsterdam gold</b> .
<b>Cocaine</b> in any form	White, Wash, Toot, Stones, Snow, Rocks, Percy, Pebbles, Freebase, Crack, Coke, Ching, Charlie, <b>Chang</b> , C.
<b>Ecstasy (MDMA)</b>	XTC, superman, Rolexs, Pink superman, Pills, Mitsubishi's, MDMA, Mandy, E, Dolphins, Crystal, Cowies, Brownies.
<b>LSD</b> (lysergic acid diethylamide)	Window, Trips, Tripper, Tab, Stars, Smilies, Rainbows, Paper Mushrooms, Micro Dot, Lucy, Liquid <b>Acid</b> , Lightning Flash, L, Hawk, Flash, Drop, Dots, Cheer, Blotter,
<b>Heroin</b> , morphine, codeine or other opiate drug including man-made opiates, in any form	Smack, Skag, Horse, H, Gear, <b>Brown</b>
<b>Amphetamine</b> , amphetamine sulfate etc	yaba, whizz, Walter White, Tina, sulph, Snow White, rush, Ritalin, Quick Silver Ultra, poke, PMMA, PMA, Pink Panthers, phet ket, paste, MPA, Mind Melt, methylphenidate, <b>methamphetamine</b> , meth, mephedrone, MDA, ket phet, Ivory Dove Ultra, ice, Go Gaine, glass, ephedrine, Dust till Dawn, <b>dextroamphetamine</b> , dexies, dexedrine, crystal meth, crank, Christine, China White, Charley Sheen, cathinone, cathine, Bullet, bubble, Billy, base, <b>amphetamine</b> , 4-methylamphetamine, 4-

	methylamphetamine, 4-methylenedioxyamphetamine, 3.
<b>Magic mushrooms</b>	Shrooms, Philosopher's Stone, Mushies, Magics, Liberty Cap, Liberties, Amani, Agaric.
<b>Tranquillisers</b>	Vallies, Rugby balls, Roofies, Rohypnol, Norries, Moggies, Mazzies, Jellies, Eggs, Downers, Blues,
<b>Nitrous Oxide</b> or other aerosol, inhalant or <b>solvent</b>	'laughing gas', Whippets, Volatile Substances, Tooting, Solvents, Petrol, inhalants, Huffing, Glues, glue sniffing, Gases, Gas, dusting, chroming, butane, <b>Aerosols</b>
<b>PCP</b>	Phencyclidine, Peace Pills, Hog, Angel Dust.
<b>Poppers/ amyls</b>	TNT, Thrust, Rock hard, Ram, Liquid Gold, Kix, Amyls.
<b>Mephedrone</b>	White Magic, Miaow, Meph, Meow Meow, MC, m-smack, M-Cat, Drone, <b>Charge</b> , Bubble, Bounce, 4-MMC.
<b>Khat</b>	Quat, qat, qaadka, chat.
<b>Methamphetamine</b>	Yaba, Tina and Christine, Meth, Ice, Glass, <b>Crystal Meth</b> , Crank
<b>Ketamine</b>	Vitamin K, Super K, Special K, K, Green, donkey dust
<b>PMA</b> (similar to ecstasy)	red mitsubishi, PMMA, Pink McDonalds, Pink Ecstasy, mitsubishi turbo, killer, <b>Dr Death</b> , double stacked, Chicken Yellow, Chicken Fever.
<b>Mescaline</b>	peyote buttons, peyote.
<b>Methylphenidate</b>	Ritalin, propylphenidate, Posh, Nopaine, methylnaphthidate, Gogaine, Fake Cocaine, Evoke, ethylphenidate, Ching, Burst, Banshee Dust.

## Appendix 9: Vision for The Base

### **'The Base'**

*The Base is staffed by one full-time member of staff with a specific brief for developing a growth mind-set amongst referred students and implementing a 'bespoke' curriculum for those at risk of exclusion or unable to access the mainstream curriculum for a variety of reasons. Attendance to 'The Base' may be full or part-time, temporary or permanent, depending on individual needs. Entry and exit to and from 'The Base' will be managed through the PSP process.*

(extract from BfL Policy 2017)

The Base is not a 'dumping ground' for challenging students. It is a behaviour centre which aims to promote a student's growth mind-set with a focus on reflection, reparation and raised aspirations.

**The biggest challenge will involve finding the right balance between punitive and restorative approaches for students who are referred because of challenging behaviour.**

The Base will cater for different cohorts of students who exhibit a range of needs which can be broadly grouped as:

- **Challenging behaviour/ students at risk of exclusion**
- **Alternative provision/ bespoke timetable**
- **Therapeutic provision e.g. following chronic illness**

Students will normally spend a fixed period of time accessing The Base depending on individual circumstances. The dynamics of the groups of students accessing The Base at any one time will be closely monitored to ensure that the aims of the provision are not compromised by inappropriate groupings.

### **1. Students with challenging behaviour**

- Students may be referred to The Base as a result of persistently challenging behaviour (e.g. 30+ behaviour points threshold, persistent mobile phone mis-use, defiance, truancy etc), or for serious one-off incidents that require a more significant sanction than the normal 'stages'.
- The decision to place a student in the Base will normally be made by CLT or Year Head/AchCo, often as a result of a PSP meeting with the student and his/her parents.
- A typical day in the Base will be comprised of three parts; **reflection – learn and achieve- further reflection and reparation.**
  - Reflection: It is essential that all students referred because of challenging behaviour, reflect on the reasons for their referral.
  - Learn and Achieve: Students will complete appropriate academic work set by their regular teachers (wherever possible) supported by The Base staff as appropriate.
  - Reflection and Reparation: Re-visit initial reflections and identify strategies they need to adopt to prevent further referrals.

- Exit from the Base is conditional on good attitude to learning, completion of high quality work and a restorative conversation/mediation between student and appropriate members of staff.
- Students referred due to challenging behaviour will lose certain privileges including loss of social time at break and lunch-time. They will take a break, accompanied by a member of staff at a time outside the normal timetabled break-times.
- An additional part of a typical day in The Base will involve a period of aspiration raising. If deemed appropriate, this may take place for up to one hour at the end of the timetabled day (e.g. as per Stage 4). The idea is to offer students, depending on their academic profile, access to additional support (e.g. peer-to-peer academic support from Prefects, careers advice or additional specialist input/ mentoring).

## **2. Alternative provision**


- Students may be referred to The Base because they have dropped some of their option subjects for a variety of reasons and need to follow alternative programmes of study.
- Each programme will be bespoke depending on the student's individual circumstances and may involve an element of off-site provision including extended work experience.
- A range of alternative provision e.g. Functional maths and English will be available.

## **3. Therapeutic provision**

- Students may be referred to The Base following a period of extended absence due to illness or similar issues. The Base will be used to gradually introduce students into the demands of the regular timetabled day and college routines.
- The emphasis will be a graduated reintegration to mainstream provision.
- Base staff may use a range of art-based therapeutic approaches to support students as appropriate.
- The nature of the provision will depend on individual circumstances and may include specialist therapeutic input including mentoring and counselling.

### **Staffing:**

- The Base will be managed by Nicki Evans with support from Harminder Sur
- CLT and middle leaders will be allocated periods of time during the week when they are requested to visit The Base at the start of a session and be available as required by centre manager.
- Additional passive supervision will be provided through support staff who will use The Base as a learning space for some of their timetabled interventions with students or groups of students.

<h1 style="margin: 0;">Restorative Approaches at TCOLC</h1> <h2 style="margin: 0;">Corridor Conference</h2>		
<b>Directions</b>	<b>Restorative Questions: To respond to challenging behaviour</b>	
<ul style="list-style-type: none"> <li>➤ Takes place outside the classroom.</li> <li>➤ Conversation between student and teacher only.</li> <li>➤ Instant conference to ensure those involved take responsibility and repair harm by putting things right.</li> <li>➤ No preparation necessary- just follow this card.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Facts</b> -What just happened in the classroom/ IWA/ corridor etc?</li> <li><b>2. Affect</b> -How did you feel about behaving in that way?  -What do you think other people thought about the way that you behaved?  What was supposed to be going on?</li> <li><b>3. Outcome</b> - How are we going to put things right?</li> </ol>	

# Restorative Approaches at TCOLC

## Restorative Questions: to help those harmed by others



**Ask:** person who caused the harm; person harmed

**Restorative language**  
(for use by staff)

**Facts**

- What just happened in the classroom/ IWA/ corridor etc?
- any questions?

**Affect**

- Who has been affected by how you behave?
- How were they affected?
- What did you think at the time it happened?
- How has this affected you and others?
- How do you feel about what has happened now?

**Outcome**

- Would you like to say anything to those here?
- What would make things better for you (personally)?
- What do you think could stop this happening again?
- What do you think needs to happen to make things right?

- I was very disappointed when you did that John
- I am upset and angry about what has just happened
- I feel disrespected and angry when you ignore me
- I feel that (describe action) was very disrespectful
  
- I felt really proud of you when I heard...
- I felt really pleased and encouraged that you made the right choice
- I respected your honesty and thank you