Behaviour for Learning Policy
(including Pupil Exclusion)

Approved by Governors: Autumn 2018
Review Date: Autumn 2020
Person Responsible: Headteacher
Introduction

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. The majority of students know how to behave in an appropriate manner, and do so consistently. Our firm belief is that most students will behave appropriately when staff adopt a consistent, calm and fair approach, and when lessons are purposeful, well planned and pitched appropriately. We know that students generally respond in a positive way to positive feedback, and we encourage staff to praise students for good work, good effort and good behaviour. We understand that there will be times when some students will behave in an inappropriate manner, and will make poor behavioural choices. We also recognise that there can be complex underlying reasons for a student's misbehaviour, and by creating a supportive and caring ethos within our school, we strive to minimise the impact of poor behaviour on other students’ learning.

Governing Body’s statement of general Principles

We are committed to the following principles:

- We wish Sedgefield as a community to be based upon the principles of achievement for all, tolerance, respect and good citizenship.
- Sedgefield’s first and over-riding concern is for the development and well being of its students.
- Students have the right to expect unconditional respect.
- All students have the right to learn, and must allow others to learn.
- A positive and encouraging ethos is central to the development of good behaviour.
- Staff will maintain high professional standards and deliver excellent teaching and support for students.
- Staff will adopt a positive, assertive approach and model the behaviour that they expect to see.
- Students should be encouraged to develop self awareness and a sense of responsibility for their behaviour.
- All adults operating in our school accept responsibility for the behaviour management of the students in the school.
- All students have the right to expect to work and learn in a safe orderly environment.
- When students misbehave, appropriate and proportionate sanctions will be imposed.
- If all intervention fails then the rights of those students who wish to learn will prevail over those of the disruptor or bully.

Aims

This policy aims to:

- Clarify the expectations for each of the stakeholders of the school
- Clarify the operation of the BFL System
- Clarify the school’s approach to rewarding good behaviour
- Outline the sanctions that will be imposed when students behave inappropriately
- Give guidance to staff on planning for good behaviour

Roles and Responsibilities

The Governors of the school will:

- Support the school in maintaining high standards of behaviour
- Support the school in promoting positive behaviour, unconditional respect and high quality teaching and learning
- Support the school in developing a clear and widely understood system of rewards and sanctions
- Recognise that discretion may be used in individual circumstances
- Support permanent exclusion in extreme cases and fixed term exclusion as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness
The Headteacher will:

- Maintain responsibility for the day to day management and implementation of the Behaviour for Learning Policy.
- Have responsibility to ensure that the ethos and values of the College are maintained and that the policy is equitably applied.
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy.
- Maintain overall responsibility for the implementation of the behaviour for learning policy.
- Ensure that the application of the behaviour for learning policy reflects the ethos and values of the college.
- Ensure appropriate delegation of elements of the behaviour for learning policy through the Deputy Headteacher (Student Welfare).
- Maintain responsibility to hold the Deputy Headteacher (Student Welfare) to account for their part in the consistent implementation of the policy.

Deputy Headteacher (Student Welfare) will:

- Maintain responsibility for the day to day management and implementation of the Behaviour for Learning Policy.
- Have responsibility to ensure that the ethos and values of the College are maintained and that the policy is equitably applied.
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy.
- Have responsibility to ensure that resources are deployed in order that the policy is supported, particularly with appropriate professional development.
- Within the overarching principles of this policy (as outlined previously), provide structures/conditions for staff (particularly Year Managers) to use discretion when managing student behaviour.
- Ensure any additional procedures for promoting and managing behaviour employed by staff including Year Managers (as mentioned above) are employed consistently.
- Act as Lead Behaviour Professional within the school.
- Maintain responsibility for and exercise discretion in all external exclusions, both fixed term and permanent.
- Maintain day to day responsibility for all investigation and evidence required leading to fixed term external exclusions of students, in consultation with other members of the Leadership Team and Year Managers as appropriate.
- Impose sanctions other than exclusion where appropriate.
- Take responsibility for and implement, in consultation with the Year Managers, a coherent and consistent rewards system.
- Maintain responsibility for links with external support agencies.
- Maintain responsibility for the implementation of the home school agreement.

Year Manager will:

- Ensure that achievement teams fully implement their responsibilities within the policy through their monitoring and reviews, taking action to redress the situation if policy is not being implemented consistently.
- Analyse the BFL data in conjunction with student performance data, identifying and monitoring patterns and trends for discussions with appropriate staff.
- Support and develop tutors in use of Behaviour for Learning Strategies through such strategies as: Learning Plans, PSPs, correct differentiation particularly within the teaching of PSHE topics.
- Will through their monitoring provide the SLT with strategic information regarding the performance of an individual student or groups of students within the year group.
- Within the overarching principles of this policy (as outlined previously), adopt structures (as outlined by Headteacher/Deputy Headteacher) to use discretion when managing student behaviour.
• Ensure any additional procedures for promoting and managing student behaviour (as mentioned above) are employed consistently and without prejudice.
• Ensure excellent communication to all staff and faculties when ‘sophisticated techniques’ need to be supported consistently by all staff.
• Ensure continuity if a tutor is absent by briefing supply staff or stand in tutors.
• In conjunction with Faculty Heads ensure continuity if a supply teacher has classes for lessons.
• Implement, in consultation with the Deputy Headteacher, a coherent and consistent rewards system.
• Promote and praise positive behaviour through assemblies and other means.
• Delegate responsibility for dealing with behavioural issues to form tutors as appropriate.
• Monitor behaviour reports and intervene in cases of persistent low level disruption.
• Recommend and provide evidence for fixed term exclusions where appropriate.
• Manage the follow up when serious incidents or incidents of bullying have taken place within the year group.
• In conjunction with the tutor provide a service and support for those students who are victims of bullying, homophobic or racist incidents.
• Liaise with other professionals within the school (Inclusion Panel) and external agencies where appropriate, to support the individual needs of students within the year group.
• Work with the SEN team in developing behaviour support plans for students.
• Work with outside agencies in developing pastoral support plans for students.
• Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.

The Head of Faculty will:
• Have a responsibility to support members of their faculty in implementing the behaviour for learning policy consistently.
• Have a development responsibility to increase the amount and scope of strategies within their faculty in order to improve the climate for learning.
• Use the BFL data to monitor the behaviour patterns of individuals or groups of students in lessons within their department and take appropriate action.
• Intervene with cases of persistent low level disruption within the department, and impose departmental sanctions where appropriate.
• Liaise with the Year Managers in cases of more serious incidents within the department, and agree sanctions where appropriate.
• Within the overarching principles of this policy (as outlined previously), adopt structures (as outlined by Headteacher/Deputy Headteacher) to use discretion when managing student behaviour.
• Ensure any additional procedures for promoting and managing student behaviour (as mentioned above) are employed consistently and without prejudice.
• Have a responsibility to induct new members of staff with the behaviour for learning policy and provide support and assistance for supply staff that may need additional professional strategies.
• Have a responsibility for their staff recording and evidencing of behavioural incidents within their faculty.
• Have a responsibility for establishing a faculty support system if appropriate.
• Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.

Teaching and Support staff will:
• Show unconditional respect for students.
• Model the behaviour that they expect to see.
• Praise and reward achievement and good behaviour.
• Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation.
• Be positive and fair.
• Ensure that students are listened to and supported according to individual need.
• Use the BfL system consistently to record incidences of praise or poor behaviour.
• Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.
• Refer all bullying incidents or racist incidents in line with the appropriate policies.
• Follow up any concerns with the tutor, Year Manager or Head of Faculty as appropriate.
• Complete supervision duties as scheduled before school, at break, at lunch, after school and student detentions.

In addition, classroom teachers will:
• Have prime responsibility for behaviour management within the classroom.
• Engage students by delivering well-planned, stimulating lessons.
• Plan for good behaviour.
• Use the BFL system to record praise and reward students consistently within the lesson.
• When appropriate, use the BFL systems to respond to inappropriate behaviours consistently within the lesson.
• Implement with consistency the SCC Classroom Expectations of students and where necessary take appropriate action.
• Repair and recover working relationships with students before the next lesson, or as soon as is possible.
• Take responsibility to follow up truancy and lateness to their lessons.
• Liaise with tutors prior to contacting parents to discuss behaviour issues.
• Be vigilant through talking and listening to pupils to identify suspected occurrences of non-accidental injury, bullying or child abuse, so that it can be picked up and reported to the designated teacher/tutor for further investigation.
• Take an active role in application of faculty sanctions over and above those addressed through the BfL process.
• Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.

In addition, tutors will:
• Attempt to build positive and supportive relationships with their tutees and parents, based on respect for the student and parent.
• Act as first point of contact for parents.
• Act as first point of contact within the college for behaviour issues with tutees.
• Ensure that the SCC expectations of students are monitored daily and adhered to by students.
• Liaise with the Year Manager in identifying students who need monitoring in their tutor group.
• Liaise with the Year Manager in referring potentially escalating behaviour issues, or where a student is experiencing difficulties in more than one curriculum area.
• Liaise with Heads of Faculty or classroom teachers in monitoring individual students within their tutor groups.
• Be responsible for developing learning plans for underperforming students.
• Ensure completion of Home/College agreement.
• Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.

Inclusion Team (In relation to Behaviour for Learning) will:
• Become involved with students that have behaviour concerns initially identified via a Statement of Special Educational Need for behavioural difficulties, have been a permanent exclusion from another school or are being reintegrated from the PRU.
• Offer advice about differentiation to staff who experience behavioural issues with students with SEN.
• Become involved when students have been referred through the Inclusion Panel by Year Managers and a fully documented plan has been put in place.
- Become involved following discussions when appropriate involving internal and external exclusions.
- Support the writing of Learning Plans and PSPs for SEN students
- Comply fully with this policy and related procedures outlined in the current ‘staff handbook’.

Parents will:
- Have high expectations of their child.
- Ensure that their child attends college regularly, on time and properly equipped.
- Support the college’s uniform policy, mobile phone policy and other behaviour related policies.
- Inform the college about any absences.
- Make the college aware of any issues, concerns or problems that might affect their child’s work or behaviour.
- Support the college policies and guidelines on behaviour and anti-bullying.
- Encourage their child to take responsibility for their own actions.
- Attend parent’s evenings and discussions about their child’s progress.

Students will:
- Follow the ‘SCC Expectations’ in and around the college (see Appendix A).
- Behave in a manner which is in keeping with the spirit of this policy, and which is conducive to learning.
- Take notice of and adhere to our specific policies on drugs (including smoking) and alcohol, anti-bullying, the use of mobile phones and other electronic devices, and the appropriate use of ICT facilities.

**Behaviour for Learning @ SCC**

Central to ensuring positive behaviour for learning is the consistent implementation of the BFL System by all members of staff within the college.

The College’s basic expectations in terms of behaviour should always be enforced. We set high standards in terms of behaviour and by consistently insisting upon these, teachers support one another to ensure excellent learning in the classroom.

As a college, we recognise the intrinsic link between excellent learning and positive behaviour being demonstrated by students in the classroom.

The BFL System is designed to support teachers in their role in creating calm, pleasant and productive working environments in their classrooms.

In addition to being used to promote positive behaviour in the classroom, it will also be used to support:
- Addressing student lateness to lesson
- Addressing instances of student truancy
- Addressing instances of positive / negative behaviour from students outside of lessons

The BFL system is designed in such a way that it is the focus of the college’s strategy to manage student behaviour, both positive and negative. However, this policy recognises the need to create the opportunity for Leaders to apply professional discretion. Where this opportunity is taken Leaders are expected to liaise closely with the Deputy Headteacher (student welfare).

**Praises and Rewards**  
The way in which the BFL System is used to praise students comes before the section dealing with consequences of inappropriate behaviour, as we would all like the system to focus primarily on the former.
1. There are 4 ‘Praises’ that may be awarded in any lesson – potentially a student can earn 24 ‘Praises’ a day and 120 ‘Praises’ a week within lesson time.

2. Teachers should try to give ‘Praises’ whenever possible as a key strategy in classroom management:
   - Reward students who are working well to remind off-task students of our expectations
   - ‘Catch’ students who present challenging behaviours when they are working well and reward them for this

3. When teachers give a ‘Praise’, where possible, this should be integrated into the lesson and visually demonstrated this using the BFL system.

There are five key areas of classroom behaviour that are likely to be the underpinning reasons for a ‘Praise’ being given and these are:

1. Arriving on time and paying attention to the teacher throughout the lesson.
2. Being helpful and assisting your teacher / other students throughout your lesson.
4. Being pleasant and polite and showing respect to your student and fellow pupils in lessons.
5. Behaving in a way that creates a positive atmosphere in your lessons

Obviously there are many more specific forms of good behaviour that would be covered within these five areas. There is discretion for staff to award all good classroom behaviour using their own professional judgement.

In addition to the four ‘Praises’, there is a fifth box that is titled ‘PH’ (Praise Home). If a student’s performance in a lesson is exceptional for any of the reasons above, then this box should then be checked. Administrative staff will then generate a ‘Praise Home’ letter or a ‘Text to Parents’ that will be in a standard format which will include:

- The name of the student
- The date and period
- The subject

In addition to the ‘Praise Home’ letter, ‘Text to Parents’ and ‘Praises’ system, staff should continue to remember that there are a wide range of other ways in which student behaviour can be rewarded which might include:

- Teacher generated letters home – that are more personal
- Teacher phoning home to speak to parents
- Teacher making a positive note in student planners
- Sent to other member of staff to receive praise – Head of Faculty / Year Manager / Senior Leader / Headteacher

**Celebration of Rewards**

Year group rewards assemblies take place at the beginning of each half term and provide a range of opportunities for all students to receive recognition and reward. Some of these these awards include; threshold certificates, Headteacher letters to parents, prize draws, cash draws, retail vouchers, 500 club
Consequences
Running alongside the Praises system for good behaviour is the Consequences system for inappropriate classroom behaviour. The consequences system is intended to be operated in a calm and consistent manner in order to remove emotion and confrontation to the way in which off-task behaviour is addressed. The sanctions within the system and the process for operating them are:

1. **C1 Warning** – This is the initial warning that is logged on the BFL system so that it is clear to the student that they are failing to meet the classroom expectations. It may be the case that other strategies have been applied before its use. *(Where a C1 is applied this may result in a ‘call back’ to discuss the reason for the C1 if it is felt necessary)*

2. **C2 Warning** – This is a second warning that is logged on the BFL system. It may be the case that other strategies have been applied before its use. *(Where a C2 is applied this may result in a ‘call back’ to discuss the reason for the C2 if it is felt necessary)*

3. **C3 Detention** – This results in an automatic school detention being set to the student.

Once the student has been issued with the C3 detention this will stand – there is no potential for the students to ‘backtrack’ and take back their inappropriate behaviour.

In addition to the C1, C2 and C3 system, there is also a ‘Critical Response’ option for staff to use in the rare event where it is necessary for a student to be removed from a lesson.

There are five key areas of classroom behaviour that are likely to be the underpinning reasons for a ‘Consequence’ being given and these are:

1. Interruption to the learning process (e.g. arriving late to lessons / talking when the teacher is talking).
2. Preventing other pupils from working in any way.
3. Failing to work as instructed by your teacher, including a failure to follow a direct instruction.
4. Aggressive language or behaviour.
5. Dangerous behaviour.

Obviously there are many more specific forms of inappropriate behaviour that would be covered within these five areas. There is discretion for staff to address all inappropriate classroom behaviour using their own professional judgement.

In the vast majority of instances, the C1 to C3 Consequence should be operated sequentially and students should move through each of the stages, having time to modify their behaviour each time. However, there may be rare instances when it is necessary for a student to be moved straight to a C3 due to one instance of inappropriate behaviour making it necessary that a detention be set.

There is the expectation that Tutors/Year Managers and other pastoral staff will address low level disruption (C1/C2) with a student where it is felt necessary. How this takes place is at staff discretion but should be managed in a manner in keeping with the overarching principles of this policy.
The Detention Process

1. The C3 detention will be set for 12.35 to 1.00 on the next available school lunchtime. When the BFL report for that lesson is saved, a record that the detention has been set is logged instantly.

2. At the end of the school day, all of the BFL System reports for that day will be used to produce a list of the students who will be serving a detention the next school day. All BFL System reports will need to be saved by 3.30 if students are to appear on this list.

3. At the start of the next school day, copies of the detention list for the day will be provided to:
   - Tutors – who will have responsibility for reminding students in their tutor group that they have a detention.
   - Year Managers – who will have responsibility for ensuring students attend detention, which may include identifying specific students who may be escorted into the detention.
   - Inclusion Officer – who will have responsibility for generating detention lists and updating records
   - Detention Room – where the staff supervising will have responsibility for recording details of attendance.
   - Heads of Faculty – who will have responsibility for identifying instances where further action may be needed before the next lesson in that subject.
   - SLT – for information and monitoring.

   In addition to this, an electronic copy of the detention list will be available for all staff.

4. At 12.35, the staff responsible for supervising the detention room that day will report to the venue. All teaching staff will be on the detention rota and will share responsibility for this task. There will be an identified detention duty team leader each day. Students are expected to sit in absolute silence.

5. At the end of the detention, the supervising staff will dismiss the students in an orderly manner and return the record of attendance to the Inclusion Officer.

The Detention Process – FAQs

What if the student does not attend the detention?
- The student will be expected to complete an after school detention (one hour) the next school day.

- Parents will be made aware of this detention by a telephone call by the Inclusion Officer and a letter home.

   If the student was absent from school on the day of detention, they will be expected to complete it on the next school day.

What if the student does not attend the after school detention?
- The after school detention will be supervised by a senior teacher in the school. If the student fails to attend this detention, this will be third instance of non-compliance relating to the initial incident. The student will be issued a one day internal exclusion.

- Parents will be informed of the one day internal exclusion by the Inclusion Officer by telephone and letter home.

What if the student doesn’t behave appropriately in their C3 detention?
- The student will be issued with a detention for one hour after school.
If the student fails to complete the one hour after school detention correctly, they will then be issued with a one day internal exclusion.

**What if a student is repeatedly being issued with detentions?**
If a student is issued with multiple detentions, they will complete them once they have been issued. However, further sanctions including the after school detention and internal exclusion will be considered.

**Does the school take account of the Equality Act 2010 in respect of SEND students when managing behaviour?**
Sedgefield Community College acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

**Isolation rooms**
Sedgefield Community College adopts a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period. Where the use of this room is necessary, it the school will decide how long a pupil should be kept in isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Time spent in an isolation room will be used as constructively as possible, and students will be given time to eat or use the toilet.

**Student Movement Around School**

**Student movement within college buildings**
- A ‘keep left’ policy will be adhered to at all times.
- Students must walk in a calm and orderly manner, there must be no running.
- Students should be discouraged from waiting, loitering or overlooking the ground floor from balcony areas in the main building.
- Students should remain within the school building when moving on to the next lesson, unless the subsequent lesson will take place in a different building to the previous lesson. i.e. between tutorial and period 1, period 1 and 2, period 4 and 5.

**Student exit from lesson / building prior to break, lunch and the end of day**
- Students will exit the main building from nearest stairway / exit point, noting that there is a one way system in place when exiting to the yard nearest the annex building.
- Student exit from the teaching area / building to be supervised by all staff.
- At break, students will gather and remain in designated courtyard.

**Entry to lesson following break / lunch.**
- Students will enter the a building through the access point which is nearest to their next lesson, noting that there is a one way system in place when entering a building from the yard nearest the annex building.
- Student entry to the teaching area to be supervised by all staff.

**Students out of lesson.**
- Students must not be allowed out of lesson without good reason or exceptional circumstances.
- Any student who is out of lesson must carry a ‘corridor pass’ indicating valid reason.
- No student unless for health and safety reasons should be allowed out of lesson to accompany a friend.
- No student should be out of class to collect photocopying, resources for the lesson etc.
Staff supervision of student entry and exit from teaching area / year zone.

- Supervision of student entry to and departure from the teaching area is essential.
- Students must depart from teaching areas in a calm and orderly manner using the most appropriate exit.

SCHOOL UNIFORM

Sedgefield Community College places great importance on the appearance of its students. It is a requirement of the school that all students from Years 7 to 11 wear the recognised school uniform. The school uniform comprises of:

- Green blazer with logo
- Grey knitted v-neck jumper with logo or grey knitted v-neck tank top with logo.
- White shirt or white blouse.
- School tie
- Traditional black school trousers; traditional school uniform fabric, not denim, denim-look or canvas; conventional school uniform style, not fashion trousers. e.g. combat, flared, skinny or trousers with studs on or black skirt worn with black opaque tights (skirt of an acceptable length – i.e. no more than two inches above the knee.)
- Plain black shoes with no visible markings or brandings.
- Plain black socks, worn to fully cover the ankle

Other information

- One small pair of stud earrings (gold or silver), no larger than 5mm in diameter, worn in the ear lobe are permitted.
- A wrist watch is permitted. Please note that Smart Watches are not permitted.
- Rings are not permitted.
- Facial piercings / tongue piercings are not allowed.
- The wearing of make-up, nail polish and false nails is not permitted.
- Hair should be kept neat and tidy at all times. At Sedgefield Community College, hairstyles representing various cults (e.g. punk, Mohican), or hair shaved in bands, stripes, initials or dyed in unnatural colours are unacceptable. Eyebrows shaved in stripes are also unacceptable. If in any doubt please check with the college.
- Large fashion hair accessories are not permitted, including flowers and hair bands that are purely there for fashion.
- Large fashion belts are not permitted.
- Baseballs caps, hats and fashion scarves are not to be worn around the college.
- Fashion bracelets must not be worn at any time.
- Shirts and blouses must be tucked in with the top button fastened and ties worn close to the neck. The finished length of the tie must reach the top button of the blazer.
- In order to avoid confusion and to keep lost property to a minimum, we advise all items of clothing are clearly labelled before being brought into school.
- We ask all parents to support the school uniform policy. We believe parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform and that it is clean and in good condition.
- The rule regarding the wearing of the grey school jumper or the grey school tank top will be relaxed during the following period: May Bank Holiday until the end of the summer term.

Wearing additional items of clothing.

- During adverse weather students are permitted to wear additional items of outdoor clothing to and from school and while outside of the school building during break or lunchtime.
- Students can wear outdoor jackets or rain jackets but this must be on top of the school blazer.
- Students can wear 'woolly hats', scarves and gloves but not caps.
• Students can wear boots but on entering the school they must change into acceptable school shoes.
• On entering the school, any additional items of clothing must be removed and placed in a school bag or personal locker.
• No additional items of clothing should be visible inside the school building.

The implementation of the uniform policy

The implementation of the uniform policy is a whole school responsibility.
• Year Managers are to have the overview of the year group
• Tutors are to monitor the wearing of the correct uniform daily and manage any issues.
• Teaching staff are to monitor the correct wearing of uniform in their lessons throughout the day and refer any issues to the tutor. (Copy to YM).

Confiscation of inappropriate items

Teachers do have the power to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances.

At an appropriate time the item confiscated will either be returned to the child’s parent/carer or in some circumstances the child.

The school has the power to search without consent for “prohibited items” including:
• knives and weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
• any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.

Mobile Phones / Music Players

Students are allowed to bring their mobile phones into school but their use is not permitted at any time from entering the building until the end of the school day. Should a student bring a mobile telephone / music player into school, they do so at their own risk. Should evidence arise that a student has used a mobile telephone during the course of the school day for whatever reason, then sanctions will be applied. The school cannot be held responsible for any damage or loss to such items.

From 9.05am mobile phones should not be visible at any time on the school site.

Music players are not permitted on the school site.

Failure to comply with the policy by using or bringing an unauthorised device into school will result in the mobile phone / device being confiscated by a member of staff. Any student who persistently fails to follow the mobile phone / music player expectations of this policy, will not be allowed to bring a mobile phone / music player onto the school site under any circumstances.
The member of staff will place the mobile phone / device in an envelope, record the student name, time and date, before signing and passing on to the main school office where the item will be secured in the school safe.

Mobile phones / music players which have been taken from students will be returned to parents only.

Smoking

The school is a non-smoking site. This includes the use of e-cigarettes. Students are not allowed to smoke within the school boundaries. The possession, use or supply of illegal and unauthorised drugs is completely unacceptable.

Please note: The definition of ‘school boundaries’ includes the school grounds, buildings and also times when students are on their way to and from school, when they are in uniform, and when they are in the local community and can be associated with the school.

Failure to comply with the policy will result in sanction. All incidents of smoking will be entered onto CPOMS. The sanction will be at the discretion of the school and range from a school detention to permanent exclusion and will consider the level of seriousness, the frequency and the student history.

Additional Expectations

- Students are to remain on site at lunchtime unless issued with a lunch pass.
- Fizzy drinks and chewing gum are not permitted on the school site during the school day.

Behaviour on school buses

Teachers do have the power to discipline students for misbehaving outside of the school gates. (Education and inspections act 2006).

Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school.

This includes travel to and from school on the school buses. Sedgefield Community College expects the same standard of behaviour on the school bus as we would in a classroom.

- Students MUST have a Durham County Council pass to allow them to travel on a school bus. (A short time will be allowed to replace lost passes)
- Students must only travel on their nominated bus unless the driver indicates otherwise
- Students need to remain seated at all times and with their seatbelt on as recommended
- Students must not distract the driver
- Students must not distract or be disrespectful to other road users and pedestrians.
- Students need to behave in a respectful and courteous manner to other passengers on the bus.

If students do not meet these basic expectations then sanctions will be imposed in school and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by either Sedgefield Community College or Durham County Council School Transport.

Discipline beyond the school gates

Teacher may discipline students for;

- Misbehaviour on any school organised or school related activity
- Misbehaviour while travelling to and from school
- Misbehaviour in any other way identifiable as a member as a pupil of the school (ie: wearing uniform)
Or misbehaviour;

- That could have repercussions for the orderly running of the school
- That poses a threat to another pupils or a member of the public
- That could adversely affect the reputation of the school.

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

**Exclusions**

Exclusion is an extreme sanction. Any exclusion may only be sanctioned by the Headteacher. (In the case of absence of the Headteacher, the designated member of SLT adopts the role of “Teacher in Charge” and therefore authority of the Headteacher – this will usually be the Deputy Headteacher.)

The Headteacher will use discretion in determining whether exclusion is the most appropriate sanction in each case, and will determine the length and nature of the exclusion. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse of staff / students
- Physical abuse of staff / students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Any other illegal activity
- Unacceptable behaviour which has previously been identified and reported and for which College sanctions and other interventions have not been successful in modifying the student’s behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Each case will be judged individually – and therefore a simple tariff system will not be adopted for particular offences.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, the Headteacher may exclude the student. Before making a decision to exclude, the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Ensure that the student has been allowed to give their version of events
- Check whether or not the incident had been provoked, e.g. by bullying, racial harassment or sexual harassment
- Consider all the evidence available, taking account of other relevant policies including equal opportunities
- Ensure that a written record of the actions taken is kept including details of any interview with the student and any witness statements
- Ensure that the College is meeting its duty of care towards the student in particular with due regard to any Child Protection issues
Exclusion procedures – fixed term

The DCSF regulations permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days), however longer fixed term exclusions may be imposed at the discretion of the Headteacher.

Once a decision has been made to exclude, parents will be contacted immediately by telephone where possible. Written notification of the exclusion will be sent home by post.

The notification letter will contain the following information:

- The reason for the exclusion.
- The nature and duration of the exclusion.
- The date and time that the exclusion ends.
- The re-admission procedures.
- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail.
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the exclusion.
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification.
- Notification that the student is not allowed on the school site for the duration of the exclusion, unless the Headteacher has given prior consent.

A readmission meeting will be held following the expiry of the fixed term exclusion, involving the student, the parents, the Year Manager and other staff where appropriate. At this meeting the following should be discussed:

- The reason for the exclusion.
- The continued partnership between the College and parents in terms of taking responsibility for behaviour issues.
- An agreement on how the student’s education should continue and measures that will be put in place.
- Any wider issues or circumstances that may affect the student’s behaviour.

The school will endeavour to set the time and date for the meeting at a time convenient to the parent. This will usually be on the day that the student returns to school. The school will keep a record of the meeting and a copy will be placed in the student file.

It is normal College practice for the student to be placed on report to the Year Manager on return from exclusion to monitor behaviour and work, usually for a minimum of 5 school days.

6 Day Exclusion

If fixed term exclusion is greater than 5 days, then the excluded student must attend the Inclusion Centre at Sedgefield Community College, wearing correct school uniform, on the 6th day onwards. The student will be supervised throughout by Inclusion staff, isolated from all other students who attend the college and be expected to complete all work set.
If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up which will be agreed with the College, student and parents. Any fixed term exclusion that would lead to a student being excluded for over 15 days in a school term or missing a public examination will be reviewed promptly by the Governors. The Governors will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

**Permanent Exclusion**

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in an extended process for dealing with misbehaviour following the use of a wide range of other strategies and external agency support where appropriate, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is inappropriate to implement other strategies. In these circumstances it may be appropriate to permanently exclude a student for a first or ‘one off’ offence. These might include:
   - Serious actual or threatened violence against another student or a member of staff.
   - Sexual abuse or assault.
   - Supplying an illegal drug.
   - Carrying an offensive weapon.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- the nature and gravity of the incident, or series of incidents
- the effect that the student remaining in the School would have on the education and welfare of other students and / or staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors’ Discipline Committee, when it meets to consider the Headteacher’s decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student’s behaviour record, witness statements and the strategies and inventions already used by the College to support the student prior to exclusion.

**Restrictive Physical Intervention**

In exceptional circumstances, when preventative strategies have failed, there may be situations where Restrictive Physical Intervention (RPI) is unavoidable. The school has adopted the LA guidance for RPI, which is reflected in this policy.

College staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline within the classroom and around the school site. The Headteacher and those authorised by the Headteacher may also use reasonable force given the circumstances when conducting a search without consent for prohibited items.

Guidance on the use of force to control or restrain pupils is contained in DfEE Circular 10/98 and school has taken account of this document and advice from the Local Authority to devise its own policy to guide staff on these matters.
Our school Policy on the Use of Restrictive Physical Intervention gives guidance on:

- when staff may use physical control.
- who is allowed to use physical control.
- what forms that force may take in particular circumstances.
- what forms of physical control are not acceptable.
- recording of incidents where physical control has been used.

The policy also makes it clear that corporal punishment is NOT allowed.

In summary, within the continuum of RPI, physical control should only be used:

- with minimum and reasonable force
- rarely and exceptionally
- as a last resort where all other courses of action have failed
- with the minimum degree of intrusion required to resolve the situation.

**Allegations of Abuse against staff**

Allegations of abuse are taken seriously and dealt with quickly and in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an investigation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner. The investigation will be led by the Headteacher or Deputy Headteacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.
ACHIEVE @ Sedgefield

We expect Sedgefield students to aspire to the highest standards of work and behaviour possible, showing self discipline and consideration for others.

The following SCC Expectations are applied in all lessons, and where appropriate refer to conduct in and around the school and in the local community.

- Attend school and lessons on time
- Wear correct uniform and bring your equipment including planner
- Follow staff instructions without question
- Be ready to learn and allow others to learn
- Complete all work to the best of your ability
- Be polite, well mannered and considerate to others
- Respect other people, their property and our environment
- Remain on site at lunchtime unless you have a pass.
Home-School Agreement 2018-2019

All students at Sedgefield Community College enjoy the benefits of a Home-School Agreement which supports their efforts within school and at home. The school, parents and students should sign the agreement to promote positive behaviour and high expectations. All partners in the process should be polite and helpful to others. This is a vital element of the home-school partnership ensuring that all students make the most of their potential in a secure and caring environment.

Parents will:
- Ensure that their child attends regularly and on time
- Ensure that their child is properly equipped and in the correct school uniform
- Let the school know about concerns or problems that may affect their child’s work or behaviour
- Support the school’s policies on behaviour and uniform
- Support their children with homework by providing a quiet place for study
- Attend their child’s parents evening
- Get to know about their child’s life at school
- Avoid taking holidays in term time
- Support the school in the internet usage policy
- Contact the school via telephone / letter to inform the school if their child is absent
- Ensure that school is notified promptly of any changes to contact details

School will:
- Contact parents immediately over attendance, uniform or equipment problems
- Let parents know of concerns over work and behaviour
- Make available regular progress reports and a full annual report
- Set, mark and monitor homework as required
- Provide facilities to support student’s completion of homework in school
- Arrange parents’ evenings to discuss your child’s progress
- Keep parents informed about school through letters and notices etc about special events
- Take every step possible to prevent bullying in all its forms
- Provide a broad and balanced curriculum to meet the needs of all children

Students will:
- Attend school regularly and on time
- Adhere to the college behaviour policy
- Bring all the equipment they need
- Wear the correct school uniform and be tidy in appearance
- Complete all class work and homework as well as they can
- Help keep the school free from litter and graffiti
- Respect the school and all the people who are part of it
- Behave in a safe, calm and respectful manner whilst using school transport

Signed
Parent: ____________________________
Student: __________________________
Form Tutor _________________________

Behaviour for Learning Policy
Sedgefield Community College