



## **Bishop Milner Catholic College**

### **Behaviour Policy**

**...let your light shine before men, that they may see your good deeds and praise your Father in heaven.**

Matthew 5:16

Agreed by REPRESENTATIVES: November 2020

Revised Date: November 2020

“Developing our God-given talents”



## **MISSION STATEMENT**

Our college is committed to offering Christian love and care to each person within it.

Everyone is valued as a gift from God and treated with respect.

In our college we learn together and we aim to help all students achieve their very best.

We recognise that the most powerful means of teaching good behaviour is to model Gospel values of love, peace, forgiveness, honesty and justice in our dealings with each other and with students, parents and the wider community. We seek to model and build positive relationships, to be inclusive in our dealings with students, to have good knowledge of individual students and to allow for individual needs, to support vulnerable students, to teach responsibility and to have high expectations of all students. Our behaviour as teachers should avoid labels, condemn behaviours but not students, and anticipate, pre-empt and manage behaviour before it becomes a problem. Our aim is to be approachable and to support each other by being consistent.

### **Aim of the Policy**

This policy should be read in conjunction with associated relevant guidance and policy:

- Sexual violence and sexual harassment between children policy March 2018
- Searching, screening and confiscation guidance January 2018
- Education Act 2011

Policies and practices for the management of behaviour at Bishop Milner Catholic College have been established within the framework of the Local Governing Body Statement of Principles adopted in March 2016. They are also informed by the values set out below.

Our core values as a Catholic Church School were selected by students in the name of St. Peter and emphasise the following:

**Perseverance** to the task at hand, in the face of difficulty and adversity. Students are encouraged to develop resilience and a 'can do' attitude to develop them as well-rounded and determined young people.

**Encouraging of Others** through celebration, recognition and reward for all who aspire to be the best and realise their God-given potential. Positive behaviour will be rewarded

**Trustworthiness** and integrity. Students are expected to be honest and reliable.

**Enthusiasm** and eagerness to learn and engage within the opportunities in and around College

**Respect** for persons created in God's image and likeness. Pupils are encouraged to make moral choices about their behaviour and their contribution to the school community.

### **Good behaviour belongs to everyone**

The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility for all staff. All members of staff at Bishop Milner Catholic College have an important role to play in helping students to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of our students. Those who hold specific responsibility for managing student behaviour will support all staff to these ends.

- Create a safe, orderly, caring and inclusive environment where all students can make a positive contribution to our community;
- Encourage positive behaviour in students through the modelling of Gospel values;
- Respect the dignity of the individual and respond to incidents with compassion and justice;
- Foster a sense of justice through the appropriate use of sanctions;
- Ensure that all sanctions applied serve the common good.
- Recognise the right of **every individual** in our community to teach and to learn without disruption, and to be given opportunities to develop his or her talents in a caring and supportive environment.

Behaviour outside of the college gates also forms part of this policy for example when students;

- Take part in college organised or college related activities
- Travel to and from college
- Wear college uniform
- Are in some way identifiable as a student at the college

Or where the misbehavior at any time;

- Could have repercussions on the orderly running of the college
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the college

## **Student rights**

- Students have the right to be treated with respect and care
- Students have the right to be protected from discrimination, bullying and intimidating behaviour
- Students have the right to be treated fairly
- Students have the right to feel safe
- Students have the right to a fresh start
- Students have the right to be told the truth and to be listened to
- Students have a right to learn in peace, free from distracting and disrupting behaviour's from other people

## **Responsibilities**

### **Parental/Carer responsibilities:**

Bishop Milner Catholic College will ensure that parents/carers are kept informed of all aspects of their child's education. This includes their attendance, academic progress, work ethic/approach to learning and behaviour. Parents/carers are asked to support the college in its Mission Statement and to uphold the teachings of the Church. Parents/carers and student are asked to sign a Home-College Agreement as an indication of their support for the college ethos and its Code of Conduct.

### **Student responsibilities:**

- Students should treat each other fairly, giving everyone an opportunity to contribute, and with respect and care
- Students should be considerate in their actions towards others, and refrain from behavior which humiliates or hurts others
- Students should recognise, tolerate and celebrate their individual differences
- Students should show empathy to others, consider others' feelings and students should forgive others and not bear grudges
- Students should tell the truth at all times
- Students should do their best for themselves and for the community, use their talents to help others, show appreciation and humility
- Students should trust in justice
- To represent the college appropriately at all times whether on or off the premises

### **To make this policy effective the following expectations should be met:**

#### **The classroom teacher will:**

- Follow the guidelines and minimum standards for lessons at Bishop Milner Catholic College – see Appendix 6
- Take the main responsibility for the behaviour and discipline within their lessons
- Follow the behaviour management structure to avoid escalating classroom issues too soon.
- Use the referral system to keep SLT and Tutors and Heads of Year informed
- Ensure work is appropriate to the needs of the student
- Set clear ground rules for behaviour in their lessons and apply them consistently
- Keep records of any detentions or contacts with parents

#### **The Tutor will:**

- Follow the guidelines and minimum standards for Tutor times at Bishop Milner Catholic College
- Monitor **ClassCharts referrals** and alert HOYs to potential problems
- Support the individual classroom teacher or HoD in ensuring students are aware of expectations and sanctions.
- Reinforce the seriousness of the situation
- Follow up unsatisfactory behaviour in tutor time
- Issue Tutor Reports

#### **The Head of Department will:**

- Monitor behaviour within their subject area eg: regular item on Dept agenda/monitor ClassCharts referrals
- Run departmental detentions where necessary and inform parents of students who fail to attend a detention

- Monitor that minimum standards for lessons are being met within their subject area
- Keep records of detentions set within their subject area

- Be the first line of support for all teaching and supply staff within their subject area
- Ensure all subject teachers within their subject area are clear on the procedures for dealing with unacceptable student behaviour
- Work with the tutors and HOYs to ensure a high expectation with regard to student behaviour.
- Alert HOYs to problems they consider to be serious
- Inform HOYs of those students who have been placed on Departmental Report Cards

**Heads of Year will:**

- Track and monitor the behaviour of their year group across the curriculum
- **Monitor tutor time to ensure that expectations are being met**
- Be the first line of support for tutors
- Ensure records are kept up to date regarding student incidents
- If required run a year group detention – keep records of this
- Ensure that all tutors are clear on the procedures for dealing with unacceptable student behaviour.
- Keep **Heads of Department** informed about their actions concerning students that have reached Stages 3-5
- Identify students and issue HoY Reports for students who have reached Stages 2 – 3, or those that have achieved 4 or more S or R attitude to learning scores on the most recent Summary of Progress
- Alert link SLT to any problems they consider to be serious
- Monitor that tutors are applying the minimum standards for tutor time
- Draw up Pastoral Support Plans as required
- Consult with outside agencies as appropriate
- Lead of reparation with students and staff

**Senior Staff will:**

- Support the work of the Heads of Years
- Respond to serious incidents of poor classroom behaviour
- Monitor the consistent application of the Behaviour Policy
- Ensure full records are kept regarding students at risk of exclusion
- Evaluate and review the policy on a regular basis
- Liaise with parents over students who have reached Stages 4 and 5
- Liaise with parents over students at risk of exclusion

**Behaviour Support Mentor will:**

- Support the work of the Heads of Years linked to identified individuals
- Respond to serious incidents of poor classroom behaviour
- Monitor the consistent application of the Behaviour Policy ensuring that student who have reached stage 4 are enrolled onto the Behaviour for Learning programme and keep record of this.

## Rewards

### Positive Achievement and Recognition System (PARS):

The College rewards students' achievement on a points and nomination system. Students are awarded points electronically for their achievements in all aspects of their college life by any member of college staff through the SIMS Behaviour management programme. These rewards range from large prizes such as iPad, iPods, gift vouchers, certificates and cash prizes. The system is monitored by the Heads of Year and operates through all the key stages in college.

When awarded PARS to students' we are awarding for behaviour and achievements that consistently meet expectations – we are rewarding and recognizing exceptional behaviours to raise the aspirations of our students'.

All classrooms around college have display's outlining how students' can achieve PARS from both tutorials and lessons. Teacher are encouraged to use the systems as part of a 'positive behaviour for learning' technique and to encourage high expectations and aspirations amongst students. Teachers' will record on the whiteboard students who have achieved PARS in lessons.

Nomination for exceptional work and service to the college can be made to Heads of Year, Head of Departments and SLT who can then award student extra PARS (5 & 10) for going the 'extra mile'.

Students can be awarded PARs for a variety of different reason both inside the classroom and out. Reasons for awarding PARs can range from Exceptional effort and behaviour to Excellent homework – the full list of PARs can be found below (values in brackets):

#### Catholic Schools Pupil Profile:

Attentive & Discerning (3), Compassionate & Loving (3), Curious & Active (3), Eloquent & Truthful (3), Faith-Filled & Hopeful (3), Grateful & Generous (3), Intentional and Prophetic (3), Learned & Wise (3)

#### Lesson:

Best piece of work to date (2), Excellent contribution to lessons (2), Excellent behaviour and effort (2), Helping or assisting others (2), Obtaining OPT or above in a piece of work (2), Outstanding homework (2), Outstanding progress in an assessment (2), Resilience and Problem Solving (2)

#### Tutor:

Charitable contributions (2), Excellent uniform and standards over a week (2), Excellent written work in PSHE (2), Helping/assisting or mentoring others (2), Outstanding attitude to learning/behaviour over the week (2), Outstanding contribution to discussion (2), Star of the Week (5)

#### Half-Termly:

Half-Termly Excellent Behaviour (5), Half Termly Excellent Uniform (5), Half Termly engagement in Student Leadership (5)

#### Other:

100% attendance (1), Active contribution to Lourdes Pilgrimage (5), Active part in collective worship (3), Assisted in the LRC (1), Celebration Wall (5) Contribution to Catholic Life (1), Head of Year Award (10), HOY/HOD significant contribution or progress (5), Involvement in extra-curricular activities (1), Positively assisting others (3), Post-16 commendation (5), Representing the College (1), Service to the College (10), signs of Improvement following intervention (1), Subject ambassador (3), SLT award (10)

### **Star of the Week**

Every week tutors will nominate a student to be the 'Star of the Week' for their tutor group. This student will be presented with a badge for them to wear for that week and this also allows them to the front of the queues in the canteen at lunchtime. Students' awarded star of the week will also receive a text message home to inform parents who can then follow up with additional rewards where necessary. Star of the week students are also invited to hot chocolate and toast with SLT and other staff on a Monday break time.

## **Assemblies**

As part of weekly assemblies Heads of Year will talk about achievement points across the year and recognise individual students for their effort. In addition, throughout the year the colleges holds half termly and termly awards assemblies to recognise and reward student for the achievements. Students will receive certificates for 100 % attendance, PARS points, subject awards, citizenship and HOY nominations.

At the end of every year there is a whole college Rewards Assembly which takes place to recognise student achievement over the year. It is during this assembly that the prize draw takes place to award students with prizes such as; iPad, iPods, gift vouchers, certificates and cash prizes.

## **Rewards Lunch**

At the end of every half term the top five performing students in each year are invited to a 'rewards lunch' with the pastoral team and SLT.

Every fortnight the Year Group notice boards and plasma screen in reception are updated to recognise the top 10 students in each year for PAR points, top form groups and top performing year.

## **Reward Trips**

The college runs regular trips throughout the academic year that give students who have demonstrated good behaviour and attendance an opportunity to attend and experience activities outside of the curriculum.

## **Roll of Honor**

Every year the top two exam performing students (one boy and one girl) from Year 11 and 13 are awarded a £25 voucher and their name is added to the Roll of Honor in reception.

## **Rewards Responsibilities**

### **Governors**

- Are informed of all achievements and effort via the Headteacher

### **Headteacher**

- Recognises excellence and praises students verbally
- Informs Parents/Students through Praise Postcards

### **Senior Staff and Heads of Year:**

- Send for individual students to praise them for achievements and effort
- Visit classrooms to congratulate highest achieving tutor groups for attendance, punctuality, effort, behaviour and citizenship
- Issues praise postcards
- Heads of Year to issue certificates and prizes at their Celebration Assembly
- Rewards trips

### **Form Tutor:**

- Verbally praise students for work completed in lessons and in tutor time
- Produce a positive statement for the end of year report
- Ensure students retain a record of their successes
- Inform parents of positive achievement and attributes through their planner
- Inform Head of Year and Assistant Headteacher of positive achievements

### **Class teacher:**

- Give verbal praise
- Give written praise in exercise books and student planners
- Issue invitations for others to view the completed work e.g. Subject Leader,

**Assistant Headteachers, Deputy Headteacher and Headteacher**

- Nominate students for praise postcards
- Nominate students for certificates and prizes

### **Consequences:**

The college has a traffic light (Green, Amber, Red) system code of conduct, on display in all classroom areas, and in the college planner. The college uses the traffic light system to reinforce the code of conduct and no staff may deviate from the application of this system. There are three levels of **Consequences** for all student misbehaviours. Should a student break any part of the Behaviour for Learning Code of Conduct they will be told that their misbehaviour, if repeated, will trigger a **Consequence**. (See Appendix 1 & 2)

### **Monitoring and Procedures (Every Half Term)**

1. Where a student has accrued 5 or more Behaviour Points but lower than 10 in a half term a discussion will be held with the Student and Form Tutor regarding their behaviours with a view to getting the student to realise where they may make improvements and how they may rectify their behaviours. Tutors may implement a Tutor Report to help monitor this.
2. Where the points recorded on ClassCharts hits 10 in a half term, a student is placed onto Tutor/HOY Report (depending upon current Student stage of Behaviour Policy) for a minimum of three weeks and a meeting with parents will be necessary to discuss the behaviours occurring and how the student may positively alter behaviour habits.
3. Where the recorded points on ClassCharts is 15 or more in a half term, a student is given a one-day period of internal isolation to reflect upon their behaviour. Parents are required to attend a readmission to main College meeting.
4. At 20 behaviour points/ 3 admissions to isolation the Behaviour and Intervention Manager will start a 'Behaviour Analysis' and issue 'Behaviour Questionnaires' to staff to track and highlight different behaviour types across the year to establish patterns.
5. At 20 points/ 3 admissions to isolation a Behaviour for Learning (6 Weeks)/Pastoral Support Plan (12 Weeks) (depending upon current Student stage of Behaviour Policy) may be put in place by the Behaviour and Intervention Manager with all parties involved in the initial meeting agreeing targets and strategies to be used to try to reduce the undesirable behaviours and encourage desirable ones. This will be reviewed fortnightly with the BLM and parent. An EHA (Early help assessment) may be considered to explore if assistance from wider outside agencies may support the student and/or their family.
6. At 20 points/3 admissions to isolation a Spotlight meeting will be called and held with all class teachers to discuss common issues and review behaviour management strategies. A common teacher approach will be decided upon and implemented by all staff. Parents will be invited in to discuss the findings of this meeting.
7. Where common behaviour issues persist and behaviours have not altered a short term alternative timetable may be implemented. This will involve the students working for a set period of time in isolation for selected lessons.
8. If behaviour issues persist a 'College Principal's Review Meeting' will be called alongside AP Behaviour, HOY/SENCO Student, and Parents and alternative options explored including the use of Managed Move and potential Alternative Provision.

### **Headteacher's Disciplinary Panel**

The Headteacher, the relevant Pastoral Leader and when appropriate the form teacher constitute the college's Headteacher's Disciplinary Panel.

Serious behavioural problems which persist after other intervention strategies (see above) have been implemented will be referred to the HDP. The panel will require an interview with the pupil and his/her parents which will focus on:

- 1 The seriousness of the situation
- 2 School expectations
- 3 Areas of concern
- 4 A commitment to the school Code of Conduct
- 5 Headteacher's Contract

### **Headteacher's Contract**

The Term of the Headteachers Contract will be agreed by the Parent, Student and Headteacher breach of this contract may result in permanent exclusion.

Following a successful outcome of the meeting, it will be the intention of the Headteacher's Disciplinary Panel to reintegrate the student into the mainstream college as soon as possible.

### **The Academy Committee – Pupil Disciplinary Committee**

- The academy committee of the college has the responsibility to ensure that policy and practice on disciplinary matters is in keeping with the college's foundation as a Catholic College and its Mission Statement
- The academy committee will support and challenge college policy
- Academy committee members and Directors recognise that from time to time young people behave in a manner which is unacceptable to their teachers and counter to the college's guiding principles. It may be that an individual's behaviour is dangerous to himself or herself, and to others; or, it may be that the behaviour of an individual is detrimental to the education and well-being of other students in college.

The academy committee expect that staff, operating within the guidelines set down by the Principal, will respond to all situations that arise in college. It is in particularly serious cases that the representatives from the academy committee will be called upon.

### **Detentions**

The college operates a detention system as a consequence for unwanted behaviour. We recognise that as with all matters concerning students at BMCC the support given by parents and carers is invaluable. As such, we expect the support of parents in the use of the detention system to promote positive behaviour.

A detention may be given for a variety of reasons (breaching our code of conduct - see appendix 1). These can include but are not limited to;

- Disruption of the learning of others
- Repeatedly failing to settle to tasks
- Non-compliance
- Non-completion of work (including homework)
- Bullying (as defined with the college's anti-bullying policy)
- Smoking, on or near the college site, or on the way to or from college.
- Verbal and/or physical aggression towards staff or peers
- Being off-site without permission (break/lunch/lesson time)
- Low score on HoY Report Card (break/lunch/lesson time)
- Lateness to college and/or lessons
- Anti-social behaviour including swearing, spitting, graffiti, damage to property
- A no-notice detention may be deemed appropriate where the student has repeatedly refused to attend detention in the past.
- A no notice detention may also be deemed appropriate as a response to persistent lateness to college or for any other reason as deemed appropriate by SLT.

Parents will usually be informed at least 24 hours before the detention by a text home and students' receiving a detention slip the day of the detention relating to department or whole college detention.

**It should be noted that parental permission is not required for an after-college detention.**

**Types of Detention:**

- Break and lunch
- Subject/Department
- Behaviour for Learning (BfL) Detentions – (Mon-Fri - 15.20 – 15.50)
- SLT Detentions – (Mon-Fri – 15.20 – 16.20)
- Same day detentions

**Same Day Detentions:**

Those students who have continued to decline in their behaviour and attitude to learning, despite interventions and the application of the Behaviour Policy stages 1 to 4. The college will notify parents in writing when the use of consistent same day detentions in all cases has been applied to a student.

No detention will last for more than 1 hour.

**Departmental Report Card**

Issued by Heads of Department in support of subject teachers who have consistently applied the Behaviour Policy. Departmental Reports are issued and monitored within departments. HOYs must be notified when a student has been placed on report and a letter sent home informing parents.

**Head of Year Report Card**

Head of Year Report Cards are issued to students who have triggered stage 2 to 3 of the Behaviour Policy. Students who have been identified by HOYs through persistently triggering Stage 1, 2 and 3 or receiving 4 or more R or S scores on their most recent Summary of Progress will be placed on Head of Year Report for a minimum period of 3 weeks. A letter is sent home to parents to inform them that their child has been placed on Head of Year Report.

The report must be completed at the end of each lesson by the teacher who will report against set targets. If the report consistently shows the student is consistently not meeting the agreed targets then an extension to the reporting period may be considered by the HOY. In addition, break / lunchtime detention will be put into place for being awarded a poor report on their Head of Year Report Card. Parents will be notified when a student has responded well to the Head of Year Report Card and is removed from the process, similarly if the progress has not been sufficient a letter will be sent home to extend the Head of Year Report Card period.

Head of Year Report Cards are stapled into the student's planner at the beginning of the week, the college encourages parents to engage in the process and support their child by checking the card and discussing progress.

**Internal Isolation**

Students may be placed in internal isolation once stage 4 or 5 of the Behaviour Policy has been triggered. SLT only can place a student in isolation. See Appendix 3.

On occasion students may be placed in isolation while an investigation is taking place or where deemed necessary to keep them and others safe. Once the outcomes of the investigation have been collated time already served in isolation will be taken into account.

For periods of 2 or more days in isolation a letter will be sent to parents notifying them of this and the reason for the sanction. This forms part of the child's formal record and in all cases is an alternative to fixed term exclusions.

**Exclusions**

The Principal may exclude a student for a fixed period of up to five days to allow a cooling off period, without involving Academy Committee members. The Academy Committee and Local Authority should be informed of all exclusions over five days, and of all managed moves and referrals to alternative provision. Parents/Carers are to be informed on the day of the exclusion by telephone and in writing the following day. On all occasions where a student is excluded, work has to be provided for the student to complete at home.

Further details can be found in the College Exclusion Policy.

### **Confidentiality**

- All staff are involved in maintaining good discipline (See appendix 5) and if investigating an incident will be respectful of the confidentiality of all students involved where necessary.

### **Staff Training**

- All staff will know of this policy at induction and through pastoral meetings or staff inset. Staff will receive updated information about behaviour measures and actions and be supplied with appropriate resources. Staff have a professional responsibility to maintain their competence in responding appropriately to any behaviour incidents and to seek further advice and support from a senior colleague if needed.
- Staff who are identified as requiring extra support will be offered support through the senior management team and this may include shadowing, reflection, internal/external training etc.

### **Monitoring of Policy**

The effectiveness of this policy will be monitored through:

- Pastoral Management meetings (Heads of Year with tutors/SLT)
- Analysis of the student conduct/SIMS behavior log (Heads of Year/SLT)
- Student questionnaires (Heads of Year and Year Group tutors/SLT)
- Discussion at College Council meetings (Milner Voice)
- Pastoral discussions at Academy Committee meetings
- Principals safeguarding report to Directors

## Behaviour Management Practices – Whole College

Disciplinary procedures will generally follow the five stages below. However, serious breaches of the college’s code of behaviour may cause the procedures to start at any stage higher than 1. A one-off

serious breach of college discipline may lead to permanent exclusion.

<p>Stage 1 <b>Pre - Amber</b></p>	<p>Problem – Unsatisfactory behaviour or not meeting expected standards of dress and equipment.</p> <p>Possible actions;</p> <ul style="list-style-type: none"> <li>• Employ a range of behaviour techniques</li> <li>• Behaviour management support</li> <li>• Verbal reprimand</li> <li>• Note in planner</li> <li>• Warning of further action if repeated</li> <li>• Loss of free time (break/lunch)</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responsibility of the class teacher/tutor/HOY</p>
<p>Stage 2 <b>Amber</b></p>	<p>Problem – Stage 1 continues</p> <p>Possible actions;</p> <ul style="list-style-type: none"> <li>• Ensure student knows what is required</li> <li>• Second verbal reprimand</li> <li>• Input into SIMS behaviour system</li> <li>• Placed on uniform report</li> <li>• Placed on Tutor/Head of Year Report</li> <li>• Loss of free time (break/lunch)</li> <li>• Detention - BfL</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responsibility of the class teacher/Tutor/HOY</p>
<p>Stage 3 <b>Amber</b></p>	<p>Problem - Verbal abuse to another student(s) /Arguing, Answering back to a member of staff/ Use of devices, equipment or personal items on site without permission / Failure to attend detention on two occasions / 4 or more 'R's on a Summary of Progress linked to ATL / Stage 2 continues</p> <p>Possible actions;</p> <ul style="list-style-type: none"> <li>• Check all SEND and learning issues are attended to</li> <li>• If tutor based refer to HOY for support</li> <li>• Loss of free time (break/lunch)</li> <li>• Detention – BfL / Whole College</li> <li>• Phone call home to parents or Parental text issued by Support Assistant</li> <li>• Input on the SIMS behaviour system</li> <li>• Placed on Head of Year Report if across a range of subjects or placed on Departmental Report if disruptive in less than 4 subjects.</li> <li>• Involvement of support agencies</li> <li>• Parked – student removed from lesson and 'Parked' in another class</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responsibility of the class teacher with the Head of Department, Tutor or HOY.</p>

<p>Stage 4 <b>Red</b></p>	<p>Problem – Refusal to improve attitude and behaviour / Defiance towards a member of staff / use of obscene language / refusal to hand in confiscated items / serious incident that potentially endangers students and staff / Students who persistently flout the expectations of the college / Misrepresentation of the college off site / Stage 3 continues</p> <p>Possible actions;</p> <ul style="list-style-type: none"> <li>• Isolation – notification letter to parents if for more than one day and placed on student record</li> <li>• Fixed Term Exclusion</li> <li>• Meeting with HOY and or SLT</li> <li>• Placed on Behaviour for Learning Programme if there is no discernable improvement in behaviour.</li> <li>• Parents may be invited in</li> <li>• Students and parents are made aware that student is on Stage 4 of the Behaviour Code and that their behaviour is now becoming a serious issue. Letter sent home to emphasise the seriousness of this stage.</li> <li>• Involvement of support agencies</li> <li>• Check SEND register and interventions arranged by SENCO</li> <li>• HOY to develop a Pastoral Support Plan following an agreed period on Head of Year Report with no improvement</li> <li>• Headteacher Disciplinary Panel – Headteachers Contract</li> </ul> <p>*Where the problem is deemed a risk to student, staff or other a risk assessment may be actioned.*</p>	<p>Responsibility of the class teacher, Head of Department, Tutor, HOY, SLT.</p>
<p>Stage 5</p>	<p>Emergency Incident of totally unacceptable behaviour eg. Swearing at a member of staff, sustained point blank refusal to do what a member of staff has requested, physical violence/abuse of equipment which seriously endangers themselves or others.</p> <p>Action – <b>SLT to be contacted immediately.</b></p> <p>SLT – Possible actions linked to Stage 4 or Stage 6 dependent on the severity.</p>	<p>Senior and Pastoral staff</p>
<p>Stage 6</p>	<p>Problem – Student is not responding to support and sanctions</p> <p>Possible actions;</p> <ul style="list-style-type: none"> <li>• Adapted curriculum, alternative provision, educated off site</li> <li>• Managed move</li> <li>• Exclusion – fixed term with no improvement leading to permanent.</li> <li>• Exclusion – Permanent for a one off serious breach of the colleges code of behaviour e.g. swearing at or in the presence of a member of staff, other abusive behaviour toward a member of staff, persistent and/or severe bullying, violence, serious vandalism or damage to property, theft, persistent refusal to comply with instructions, possession of or attempt to use knives, drugs, firearms and explosives</li> </ul> <p>Malicious false activation of the fire alarm will result in permanent exclusion.</p>	<p>Principal and Academy Committee</p>

## Appendix 1

### **BMCC Code of Conduct**

#### **TREAT ALL OTHERS AS YOU WOULD WANT TO BE TREATED' Luke 6:31**

The College's code of behaviour centres around RESPECT and all students are expected to observe the following expectations:

#### **Respect for Yourself**

- At all times, be ready and prepared for learning
- Wear your uniform correctly and with pride
- Attend college regularly and on time
- Do not consume or bring into college sugary drinks, large bags of sweets or chocolates
- Be in the right place at the right time

#### **Respect for Others**

- ***Treat others how you would want to be treated*** – do not bully or intimidate others
- Do not make physical contact with anyone – We operate a ***No Contact Policy***
- Be polite and courteous when speaking to others, listening to and respecting their points of view
- Be honest and truthful and respect other's property
- Allow others' the best opportunity to learn
- Walk quietly around College and keep to the **left**; **never** shout or chant
- Take care at doors and on stairways – wait and do not push through
- Uphold the highest standards of behaviour in the local community

#### **Respect for our College environment**

- Ensure you always leave all areas of the college in a clean and tidy state
- Ensure all electronic equipment is off and out of sight when on college premises – ***On Site Out of Sight***
- Take care of school property
- Take care of school displays
- Create a calm, happy atmosphere

**Growth, Attitude and Respect (Green, Amber and Red)**  
**BMCC Behaviour for Learning System**

Stage	Action and Consequence
<p style="text-align: center;"><b>GREEN</b></p> <p>All students start lesson on GREEN</p>	<p style="text-align: center;"><b>PARS to be awarded for students going 'Above and Beyond' expectations</b></p>
<p style="text-align: center;"><b>Verbal Warning</b></p> <p>Off task behaviour, non-engagement with class work etc</p>	<p>Class Teacher issues VW to student                      Name on Whiteboard                      Use of Time-Out if required</p>
<p style="text-align: center;"><b>AMBER</b></p> <p>Continued refusal to meet classroom expectations and failure to follow BMCC code of Conduct                      Defiance                      Failure to complete Class/Homework</p> <p style="text-align: center;"><b>LATE TO LESSON</b>                      (3+ Mins after the Bell)</p>	<p>1 Behaviour Point                      Class Teacher issues <b>Amber Warning</b> to student and explains reason.  <b>30 Min Next Day Detention issued</b>                      Where possible student to be moved seats                      Use of Time-Out if required                      Class Teacher records on ClassCharts  <b>(ANY STUDENT WHO RECEIVES 2 or MORE AMBERS IN ONE DAY WILL SERVE ONE DAY IN ISOLATION THE FOLLOWING DAY)</b></p>
<p style="text-align: center;"><b>2<sup>nd</sup> Verbal Warning</b></p> <p>Continued refusal to meet classroom expectations and failure to follow BMCC code of Conduct</p>	<p style="text-align: center;"><b>30 Min Next Day Detention</b>  <b>Student Parked in another classroom</b>                      Class Teacher records on ClassCharts</p>
<p style="text-align: center;"><b>RED</b></p> <p>Refusal to move out of class/Continued poor behaviour in 'Parked' classroom  <b>One of serious breach of BMCC Code of Conduct – Examples include:</b>  <b>Rude and Disrespectful behaviour towards member of staff</b>  <b>Refusal to follow instructions (Defiance)</b>  <b>Swearing at Peers/Member of staff</b>  <b>Fighting</b>  <b>Bringing the College into Disrepute (Poor behaviour in the community)</b>  <b>Refusal to hand over confiscated/prohibited items</b></p>	<p>3 Behaviour Points                      Class Teacher records on ClassCharts with reason                      On call member of staff to remove student and student Placed into <b>Isolation for 24hrs.</b>                      Call home to explain reasons and duration of isolation.                      Further sanctions can be applied such as extended stay in isolation or Fixed Term Exclusion</p>

Stage	Examples	Sanction	Responsibilities and actions of staff – Behaviour for Learning
<b>AMBER</b>	<ul style="list-style-type: none"> <li>Persistent off task talking despite first verbal warning</li> <li>Disrupting own learning and the learning of others despite verbal warning</li> </ul>	<ul style="list-style-type: none"> <li>Name on the whiteboard – Second verbal warning</li> <li>B&amp;L detention or Departmental/BfL detention</li> </ul>	<p><b>Class Teacher/ Tutor</b></p> <ul style="list-style-type: none"> <li><b>Record on ClassCharts behaviour log</b></li> <li>Record shared with HoD/HOY on a weekly basis</li> <li>Loss of free time (Break or Lunch) under the supervision of the class teacher at the teacher’s discretion.</li> <li>OR</li> <li>Departmental/ BfL whole college issued by the member of teaching staff in accordance with HoD or HOY, failure to attend detention would result in escalation to SLT detention via ClassCharts. Two failed attendance would require escalation to HOY/Isolation</li> </ul>
<b>AMBER – Student Parked</b>	<ul style="list-style-type: none"> <li>Persistent off task talking despite verbal warning and notification of an AMBER</li> <li>Continuing to disrupt own learning and the learning of others despite verbal warning and notification of an AMBER</li> <li>Verbal abuse to another student(s)</li> <li>Arguing/Answering back to a member of staff</li> <li>Use of mobile telephone in class without permission</li> </ul>	<ul style="list-style-type: none"> <li>Loss of free time (Break or Lunch) OR</li> <li>Detention after college – teacher’s discretion depending on the severity of the incident</li> <li>Telephone call to parents/carers</li> <li>Student ‘Parked’ in another classroom</li> </ul>	<p><b>Class Teacher/ Tutor</b></p> <ul style="list-style-type: none"> <li><b>Record on SIMS behaviour log</b></li> <li>Loss of free time (Break or Lunch) under the supervision of the class teacher at the teacher’s discretion.</li> <li>OR</li> <li>Departmental/ BfL whole college issued by the member of teaching staff in accordance with HoD or HOY, failure to attend detention would result in escalation to SLT detention via ClassCharts. Two failed attendance would require escalation to HOY/Isolation</li> <li>Student Parked in another classroom for remainder of the lesson</li> </ul> <p><b>Head of Department</b></p> <ul style="list-style-type: none"> <li>*Report to HOY/SLT member via email depending on severity of incident</li> <li>Monitor department detention and number of students being parked within department</li> <li>Telephone home for persistent AMBERs within department</li> <li>For persistently breaching Behaviour Policy within the department, placement on Departmental Report, informing HOY so a letter can be sent home</li> </ul> <p><b>Head of Year/Head of Department</b></p> <ul style="list-style-type: none"> <li>Depending on the severity or the number of poor behaviour/attitude recordings, contact will be made to parents.</li> <li>Monitor Lunchtime Year Group Detention/Monitor department detention / monitor BfL Whole College</li> <li>Telephone home</li> </ul>
<b>RED</b>	<ul style="list-style-type: none"> <li>A student’s refusal to be Parked</li> <li>A student’s refusal to improve their attitude and behaviour despite Warnings and AMBER notifications</li> <li>Defiance towards a member of staff e.g. Refusing to move places when directed by a member of staff</li> <li>Obscene language used in class</li> <li>Refusal to hand over a mobile telephone or similar device when requested to do so by a member of staff</li> <li>A serious incident which potentially endangers student’s or staff and automatically requires a C3 response and sanctions</li> </ul>	<ul style="list-style-type: none"> <li>Removed from the class by a member of SLT – either placed in isolation immediately or other intervention decided at the discretion of SLT.</li> </ul>	<p><b>Class Teacher/ Tutor</b></p> <ul style="list-style-type: none"> <li>Inform reception that assistance is required by SLT</li> <li><b>Record on ClassCharts behaviour log as RED if SLT responded also completing details of the incident</b></li> <li><b>Email sent to HOY indicating what the class teacher/ Tutor has already done</b></li> </ul> <p><b>Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>Removal of student</li> <li>Student placed in another classroom within dept (depending on the severity of the incident and discussion with HoD) OR</li> <li>Student placed in ‘Damascus Room’ (or appropriate isolation) – Break or Lunch/Full day(s)/OR Principal may impose a fixed term exclusion</li> <li>Record kept in central file</li> <li>Inform HOY so parents/carers can be contacted via telephone call</li> <li>Present in any parental meeting related to the reported incident – if required</li> </ul> <p><b>Head of Department</b></p> <ul style="list-style-type: none"> <li>Depending on the severity of the incident, the HoD may be asked to supervise student in their class</li> <li>Depending on the severity of the incident, the HoD may be asked to issue a <u>Department detention</u> after college</li> <li>For persistently breaching Behaviour Policy within the department, placement on Departmental Report, informing HOY so a letter can be sent home</li> </ul> <p><b>Head of Year</b></p> <ul style="list-style-type: none"> <li>Contact parents/carers <b>TELEPHONE CALL</b> if necessary and request meeting</li> <li>Student placed in ‘Break/Lunchtime Detention’/SLT Detention/Isolation (depending on decision made in collaboration with member of SLT involved)</li> <li><b>Monitor ClassCharts behaviour log</b></li> <li>Place in isolation with approval from SLT</li> </ul>

## Appendix 3

### THE DAMASCUS ROOM

The Damascus room serves four purposes:

- 1) **Those students who have reached a Red in a lesson, have received 2 Ambers within a College day or are guilty of serious unacceptable behaviour on or outside of the college campus.** The Damascus Room offers SLT/HOY only the opportunity to isolate students during the day. Students will be placed in the Damascus room and work for the remaining lessons in the day will be sent for. The sanctions listed below in point 3 will also be imposed on any student depending on when they are isolated during the college day.

If a student is placed in Damascus on the authority of SLT for more than one day, a letter will be sent to parents and filed on the student record. **Nb this may be used as an alternative to a fixed term exclusion.**

- 2) **A strategic withdrawal of students who find it difficult to cope in mainstream lessons.** These students will be identified at the start of each half term by SLT/HOY depending on individual circumstances, liaison with parents/carers and where appropriate outside agencies. For these students, withdrawal to the Damascus Room is intended as a supportive measure, to pre-empt and prevent episodes of poor behaviour and allow students to work in a calm and quiet environment supported by a Inclusion Manager/Teaching Assistant or other teachers.

If it is deemed necessary, our SEN coordinator will work with students allowing them to participate in work activities to improve social interaction. They may also be invited to follow structured courses in behaviour improvement that will include social interaction and anger management.

Heads of Department will supply schemes of work/activities in advance to the Damascus room, these could be hard copies or available on the Sharepoint platform. A supply of reading material will also be available. Class teachers may also be asked to provide specific work on a daily basis where necessary.

- 3) **As an alternative to fixed-term exclusions.** Students referred to the Damascus Room as a sanction will:
  - a) Arrive at college at 9.00am and leave at 4.00pm. Parents contacted to inform them of finish time.
  - b) Hand in mobile 'phones and any other personal devices.
  - c) Where appropriate take part in a programme to reflect on their behaviour and revisit what is meant by 'Behaviour for Learning'.
  - d) Be expected to work in silence, except when taking part in structured programmes of behaviour improvement with the Inclusion Manager.
  - e) Students will be allowed the opportunity of fresh air and a break/lunch under the supervision of staff and food is ordered directly with the kitchen.

It is hoped that the peaceful atmosphere of the Damascus room and the secluded area outside will encourage reflection on behaviour and inspire in students a desire to amend their ways, to 'turn around' and be filled with a genuine desire to rejoin the college community.

- 4) **As a follow up measure to fixed term exclusion or significant period of isolation.** Any student with a fixed-term exclusion will spend some time in the Damascus room on their return to reflect and work on preventing further incidents through the use of the BfL Programme/Pastoral Support Plan.



# BEHAVIOUR FOR LEARNING

**‘Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending’**

**Anonymous**

Behaviour for Learning emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing so the focus is upon establishing positive relationships across three elements of self, others and curriculum.

Behaviour for Learning Mentoring Programme provides students with the opportunity to build on positive behaviour characteristics, recognise and take responsibility for behaviour that could have a negative effect on their emotional health and wellbeing.

The Behaviour Cycle plays a big part in the programme and this involves the Triggers/Feelings and Emotions and ultimately the behaviour/action that takes place.

ABC method of accepting responsibly in order to avoid further conflict (A), becoming aware of warning signs (B) and committing to backing off from situations that could result in inappropriate behaviour (C)

Students who take part in the BfL programme are identified through:

- repeat visits to Isolation (more than twice)
- be accruing behaviour points for disruption to learning
- internal exclusion for more than 1 day

Students who take part in the BfL programme should expect:

- to be supported by the Inclusion Manager within college
- be identified where appropriate for support using external agencies
- support within the classroom setting

## **APPENDIX 5**

### **Pastoral Support Plan**

The PSP procedure and process is designed to support those students for whom the normal Bishop Milner based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or exclusion. The aim of the PSP is to involve the student in the shared challenge of improving behaviour and social skills.

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with student
- discuss difficulties with parents/carers
- consult colleagues in Bishop Milner, pastoral team and/or SENCO
- additional staff training
- liaison with Outside Agencies where appropriate
- withdrawal from sessions /social time
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- managed move

It is widely recognised that parental involvement is crucial for a student to succeed in Bishop Milner. In the vast majority of cases parental support is assured and there is a willingness to engage.

The PSP may wish to provide strategies to support that engagement. This could involve increased communication between the college and home.

## Appendix 6

### **Bishop Milner Catholic College Policy statement for the effective delivery of all lessons linked to:**

#### **Teaching for Learning, Assessment for Learning and Behaviour for Learning**

....let your light shine before men, that they may see your good deeds and praise your Father in heaven. Matthew 5:16

As a forward thinking college that rightly puts our students and their learning at the heart of everything that is said and done; we benefit from a consistent approach that calls upon everyone to adhere to the following positive strategies which are of course not exhaustive...

#### **START/END of Lessons/Tutor Periods**

- Essential that we are all on time and meet/greet students at the door to our teaching areas.
- Students in Years 7 to 11 are to stand behind chairs/stools until they are silent, you have greeted them and carried out a quick scan of room in respect of their uniform/behaviour i.e. be proactive in telling a student to tuck a shirt in, pull their tie up etc and then direct them to sit down.
- At the end of the lesson, students are to stand behind chairs/stools until you dismiss them....but only after proactive scan re uniform, behaviour and state of the room i.e. they must leave it tidy.

#### **DURING LESSONS AND TUTORIAL TIME**

- **Staff should be positive**, have **high expectation** and utilise voice/mannerisms to demonstrate **love of subject and interest in students**, **praise** on a frequent basis and **smile**.....
- **Boy/girl seating** and seating plans are required (noting that when cover is required these plans must be available). Boy/Girl also applies to registration time. During activities boy/girl situation may change but that is under your direction not their wish to be with friends.
- Utilise **HOME/AWAY** i.e. **group/paired** activities linked to similar abilities working together...**HOME** or different abilities working together i.e. **AWAY**. This should be sorted so each child in a teaching group has a **HOME** or **AWAY** partner... and this saves time when directing them to activities....This also goes a long way to address the issue of **DIFFERENTIATION (linked to activity, support and outcome)**
- **All Lessons** must have an overall **objective** written on the board and in their books. There should also be the desired **outcomes** (at least three) that the group will attain by the end of the lesson. In the main an **objective** should link to a **sequence of lessons** so students see the link to where they have been and where they are going.
- Students to be on task as soon as possible and there must be a **starter to engage all students**; this should not last for longer than 5 to 10 minutes.
- **Students** should not be passive recipients, in fact utilise **as deliverers of learning**.
- Lessons should be **active and promote independent learning skills** (whilst accepting there is a time and a place for the traditional didactic approach but this is the exception rather than the rule)
- **Less teacher** talk and **more student** focussed learning talk (70:30 model). Teachers should promote student talk about topic/question before they commence writing etc.
- Simply **copying from a book/word searches/inane colouring in/designing cover sheets** etc.... are **not effective in promoting learning** and have no place in our college.
- Active promotion of **LITERACY** skills/understanding linked to subject areas.
- Lessons must contain **mini plenaries** to ascertain progress in respect of the intended learning outcomes and a summing up **plenary** at the end.
- Activities are best chunked into smaller parts and each of these should be **time limited** i.e. utilising online timers/classroom clock/a piece of music/countdown checks as appropriate. Research utilising ICT needs structure to prevent simple cut/paste.
- Utilise cognitive skills (**Bloom's Taxonomy**) to promote learning power.
- Staff to know the ability of their students and plan lessons accordingly.
- Teachers should not allow dominant/confident students to hog (**hogs**) the answers/discussions. There is a need to encourage the passive students (**logs**) if not out loud, certainly to each other in group/paired work.
- Work to be marked regularly and students must know what they must do to improve i.e. **Assessment for Learning**
- Assessment (utilising the stamps) must encompass **Self/Peer (green ink) and Teacher (red ink)** input as each is crucial to the process.
- **Work of poor quality/graffiti on books etc should never be accepted.**

## BEHAVIOUR ISSUES

- Use praise/reward for all students on a frequent basis but not to the point where it comes across as insincere.
- Disruption (**including low level**) must not be tolerated but do ensure response is appropriate, firm, fair and equitable i.e. children resent being treated differently.
- Never get into arguments with students, teachers are in charge and as such you should not accept any challenge to your authority.
- If necessary, call for assistance but only after you have made every effort to resolve a situation.
- Do not leave children standing in corridors after the time for the start of lessons/registration, or during lessons as a sanction.

## CLASSROOM COMMANDMENTS

At Bishop Milner Catholic College, we expect the highest standards of behaviour at all times. Your behaviour must allow you and all other students in your class to learn. The following tells you what all teachers at Bishop Milner Catholic College expect from you:

### **At the start of lessons, YOU MUST:**

- ❑ Arrive on time. If you are late without a justifiable reason, you will have to make up the time.
- ❑ Ensure your uniform is perfect – taking PRIDE in being a Bishop Milner student.
- ❑ Enter the work area in an orderly and quiet manner.
- ❑ In Silence, stand behind your chair, take out books, planner, pens and/or equipment and put your bag away safely.
- ❑ Sit when instructed by the teacher and engage silently with the Starter Activity.

### **During lessons, YOU MUST:**

- ❑ Work to the best of your ability.
- ❑ Remain silent and concentrate when the teacher is speaking to the whole class.
- ❑ Not call out but put your hand up to ask or answer a question.
- ❑ Have your pen, pencil, ruler, planner and any other special equipment or books needed.
- ❑ Work sensibly with other students and not distract them or annoy them.
- ❑ Record homework accurately in your planner
- ❑ Not eat, drink or chew.
- ❑ Not leave a lesson without the teacher's permission.

### **At the end of a lesson, YOU MUST:**

- ❑ Pack away when told to do so by the teacher.
- ❑ Stand up when told to do so and push chairs in under the tables.
- ❑ Pick up any litter from the floor and put in waste bins.
- ❑ Leave the work area in a quiet and orderly manner, when told to do so by the teacher.

First Time, Every Time  
**READY TO LEARN**



## Bishop Milner Catholic College Behaviour policy: Covid-19 Addendum

This addendum applies until further notice (Sept 2020)

It sets out changes and exceptions to our normal behaviour policy.

Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### Expectations for pupils in school

#### New rules

*When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school and local community safe.*

*Staff will be familiar with these rules and make sure they are followed consistently.*

*Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. **Parents should contact their child's Form Tutor, Head of Year or Mr Lodge, Assistant Principal if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.***

*Reasonable adjustments will be made for pupils with specific Special Educational Needs and ongoing support put in place for those pupils with more challenging behaviour.*

#### Arriving and Leaving College

1. All pupils are to arrive at College on time specific to their staggered start time. When pupils arrive at College, they are to report immediately to their tutor room. Pupils will not be permitted onto the College premises before their allocated start time and they are not permitted to congregate or socialise outside of the College gates. At the end of the College day pupils will leave College immediately at their designated finish time. Again, pupils will not be permitted to congregate or socialise outside of the College gates and are to begin their journey home immediately.

#### Hygiene

2. Pupils are expected to maintain enhanced levels of personal hygiene. This is to include regular washing and sanitizing of hands and follow the basic Respiratory Hygiene when sneezing or coughing. Pupils are to use tissues and dispose of these appropriately in the bins provided around College (**'catch it, bin it, kill it'**) and avoiding touching their mouth, nose and eyes with hands. Uniform should be washed on a regular basis.

3. If any pupil begins to feel unwell and display symptoms of Coronavirus (High temperature, a new continuous cough, loss or change to sense of smell or taste) they are to report this immediately to a member of staff. No Pupil should attend College if they are displaying symptoms of Coronavirus and Parents should contact 119 or visit Gov.uk to order a test – this needs to be done within the first 5 days of having symptoms
4. Pupils are expected to bring their own equipment to college in order to avoid sharing with others. The current equipment list can be found on page 8 of the student planner.

### Movement around College

5. Pupils will be placed into Year group 'Bubbles' upon their return and will be taught in Year group specific areas of the College (except for practical based subjects). Pupils are not permitted to mix with students from other Year group bubbles. This includes before and after college and at break and lunch time.
6. Pupils are to move around College in a sensible and orderly manner. Shouting and raucous behaviour will not be tolerated. Pupils are to follow any one-way systems that are in place and keep to the left when walking along corridors. Pupils are to enter and exit the College building at the designated doors.

### Break and Lunch time

7. Pupils will be designated a staggered break and lunch time. During these times Pupils are to socialise within their allocated area/zone. Students will not be permitted into another area with students from another Year group and pupils are not allowed unsupervised in the College buildings.

### Toilets

8. During the day any pupils needing the toilet will only be allowed out of lesson in exceptional circumstances and should aim to use the toilet at break or lunch time. If a pupil needs to toilet during the lesson time, they are to get their planner signed and report to the toilet at reception. At break and lunch times the toilets in the quad will be open for students. To limit the number of pupils using the toilets at any time we will operate to a maximum of 3 pupils per toilet and a 1 out 1 in system. Students are expected to keep toilets clean and tidy.

### Facemasks/coverings

9. All Students are expected to wear Face Masks/Coverings whilst moving around the college communal areas. \* From 8<sup>th</sup> March until further notice all students are also expected to wear face mask/coverings whilst in classrooms – this is not expected in PE or other such practical settings. Any student who is medically exempt from wearing facemasks/covering will not be expected to follow this expectation but should practice increased hygiene and social distancing practices. Parents will need to notify college if their son/daughter is medically exempt – evidence is not required.

### Respecting others - High Tier Behaviour Expectations

10. Under no circumstance are Pupils allowed to intentionally cough, sneeze or spit in the direction of another individual. Any pupil found to behave in such a manner will be immediately removed and serious sanctions will be applied.
11. Pupils are not to make any inappropriate comments or statements related to Coronavirus. Any student found to be making such comments may be removed and serious sanctions applied.
12. Pupils should not make any purposeful physical contact with any other person. Any pupil found to be in breach of this may be removed and serious sanctions applied.
13. Any pupil who refuses to follow new hygiene rules and routines or adhere to social distancing measures will be removed and serious sanctions applied

### **Rewards and Sanctions for following rules**

To help encourage pupils to follow the above rules, we will continue to remind pupils of the rules and the importance in following to their own and other's health and wellbeing. We will also ensure pupils are taught new routines to enable them to follow any new rules put in place

To further encourage pupils to follow College rules we will continue to use praise, phone calls home and reward PARS to those pupils who continuously follow the system and exhibit exceptional behaviour.

However, if a pupil fails to follow these rules, we will continue to use our Behaviour for Learning consequence tariff (Amber and Red). For those pupils who accidentally breach our rules they will be verbally reminded and warned. Further, breaches will result in more serious sanctions such as calls home or detentions. For those students who are purposefully breaking the rules, more serious sanctions will be applied, this will include removal from lessons, parental meetings, internal isolation and potential fixed term exclusions.