

Buile Hill Visual Arts College



**Behaviour and
attitudes to
learning policy**

DRAFT 27th November 2014

Summary of Behaviour and attitudes to learning policy

- Every teacher is responsible for behaviour in their classroom. The best teachers only call for support as a last resort, i.e. when all behaviour management strategies have been exhausted. Should all of these strategies be unsuccessful, staff can use the callout system via their faculty leader.
- The best teachers work really hard to create a positive learning environment. They greet children with a welcoming smile, make them feel safe and spend time building outstanding relationships with them.
- Where a strong sense of mutual respect exists within a classroom fewer behaviour problems arise and the best teachers work hard to promote this scenario. A positive atmosphere naturally creates a positive learning environment.
- After every SLT callout it is absolutely essential that the parent of the child is contacted and that a parental meeting is held with the teacher concerned so an RJ sessions can follow to rebuild the relationship. Support from the Head Faculty should be provided as required. All incidents and parental meetings must be recorded on SIMS.
- HoH supported by RAC behaviour are responsible for tracking behaviour over a range a of subject areas and will intervene when patterns of poor behaviour emerge.

Staff Expectations. All staff are expected to:

- Adapt the learning for all students in their class – make it interesting and bespoke
- Ensure teaching is a positive experience for all students and develop exciting learning opportunities within their classroom.
- Build relationships with students within the classroom – smile and model positive behaviours.
- Consistently apply classroom and school rules – apply behaviour management strategies to support learning and ensure consistency in dealing with students.
- Demand and expect the best from every student they teach – every child matters.
- Praise children, smile at them, ensure the lessons are engaging and those students feel safe and well cared for in the classroom environment.

Students' Expectations. All students are expected to:

- Arrive on time and be equipped and willing to learn.
- Take an active role in their learning.
- Consider the feelings of others in their classroom.
- Strive to do the very best they can in all aspects of school life.
- Students follow school rules and develop mutual respect with everyone in school.

Support Systems

School Tours and Learning Walks - carried out as follows: Daily by head teacher and RAC – Behaviour and on an hourly basis by two Heads of House. Teaching and Learning walks carried out weekly by Heads of Faculty and other lead professionals.

Pupil Rewards – Staff are encourage to focus on rewards not sanctions and house points given for good behaviour and positive attitude to learning. These are a good motivational tool and encourage healthy competition within the school community.

Behaviour surgery – will take place every Friday from 3pm for staff to discuss issues with Mrs Kelly and Mr Davies and suggest for strategies for improvement and support.

Seclusion – administered by expert staff to modify behaviour students supported and fed back to staff.

Weekly spreadsheet for SLT Callouts - Number of callouts, department, gender, ages and outcomes.

Staff Voice – Governors hold regular drop ins, weekly departmental meetings and a whole school questionnaire out every half term which includes a section on behaviour. In addition faculty reviews with external consultants also seek staff opinions.

Pupil Voice – Students feedback weekly, with specific feedback to individual teachers and a general feedback which is communicated to the whole school

Governors' meetings – take place every half term and cover: T&L, pupil welfare and finance. They also hold behaviour panel hearings on an ad hoc basis to address unacceptable behaviour.

IYFAP – Head teachers from all local schools meet every 4 weeks with representatives from the LA to reach agreements on managed moves and new admissions. All managed moves are approved on a 12 week trial basis and are closely monitored.

Pastoral Meetings – Heads of House meet weekly with RACs to identify and discuss solutions with regards to: attainment, behaviour, attendance and safeguarding.

Behaviour strategy meetings – the head teacher meets with RACs, LSU staff, SEN staff and seclusion staff on a weekly basis to discuss the way forward for our most challenging students. The actions of these are communicated to staff weekly.

Educational Psychologist, CAMHS, CAFs, SEN department are involved in supporting child mental health issues .

Nurture. LSU – provide a proactive opportunity to engage students, raise their self-esteem and improve aspects of attendance and behaviour in school.

After School Provision (ASP). For students who have difficulty the School operates ASP where students come into school at the end of the normal school day. Students are taught by teaching staff and the staff experienced in behaviour support. Students on ASP are reviewed regularly to integrate back into the normal day.

Child Missing Education Policy (CME). The school has created a CME policy which has been adopted as good practice within the authority. Students who are on any reduced time table for more than a two week period are subject to this policy and provisions.

Extended Policy

Our vision and Rationale

The Buile Hill Visual Arts College behaviour policy has been developed after input from all members of the school community; students, staff, parents and governors to generate a shared visions for the school.

The basic principles are that all members will be

- Respectful
- Proud
- Aspirational
- Caring and
- Prepared

These five tenets will guide our work and how we deal with each other in school and within our wider community.

After watching and taking feedback from the best classroom practitioners in school and from external experts. The most fundamental principles of our policy are:

- At Buile Hill Visual Arts College we strongly believe that creating good relationships with students is essential. This is key ingredient around which the others principle fit.
- We are relentless in chasing up young people who don't meet the high expectations we have set
- Good behaviour for learning is the responsibility of all – staff, pupils, governors and parents.

These points underpin everything we do in the school to ensure a successful, nurturing learning environment for all. All actions need to be applied consistently through the school systems but with the realisation that we cannot treat all students the same. Just as good practitioner would differentiate in lesson so we must differentiate for specific students in our care in terms of behaviour management.

Buile Hill Visual Arts College believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary and we seeks to create an inclusive, caring, learning environment in the school.

Rewards:

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Sanctions:

Sanctions are needed to respond to undesirable behaviour. Applying any sanction will be supported by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training:

All training is given by the assistant headteacher and other designated staff through twilight or INSET training, and CPD opportunities throughout the academic year on all aspects of behaviour management to support the implementation of the policy. Bespoke packages are set up for individual staff who have particular development needs in their area of teaching.

Inter-relationship with other school policies:

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, inclusion, anti-bullying, attendance, safeguarding, CAF and e-safety.

Involvement of internal and external agencies:

The Behaviour Strategy Panel meets weekly comprising of Head teacher, Assistant Head teacher – ethos, Raising Achievement Co-ordinators Head of Houses, and SENCO. The members of the panel will liaise with students and parents regularly in order to work collaboratively with them about individual progress.

The Inclusion Panel:

- Meet weekly to discuss specific provision and intervention for individual students
- Collaborate in the development, implementation and monitoring of behaviour management programmes
- Offer practical, classroom based support for teachers dealing with students exhibiting extreme/disturbing patterns of behaviour
- Liaise with parents on matters pertaining to students' welfare, discipline and behaviour
- Establish and manage proformas for the reporting and recording of student behaviour
- Liaise with specialist personnel such as Team Around School, Educational Psychologist, Education Welfare Officer, School Nurse and Central Locality Team on the development of individualised programs of intervention/remediation re: student behaviours.
- special assemblies, school certificates and inclusion of notices in the school newsletter, etc.) see rewards class poster in appendix
- In extreme cases look at alternative provision for students who struggle to cope in mainstream, school.

Nurture Room - supporting behaviour and attitude to learning

The nurture room is available to support vulnerable students or students who find it difficult to cope in mainstream classes. Work here will involve support but also strategies to integrate back into normal lesson were appropriate.

Learning Support Unit (LSU) - supporting behaviour and attitude to learning

The LSU supports children with challenging behaviours and attitudes to learning and provides a higher staff to child ratio. Staff support students and look at behaviour modification strategies to supports students back into mainstream classes. Staff from departments support the unit when appropriate to ensure continuity of the curriculum.

Seclusion Policy

Start Time: 8.45am

End Time: 3.30pm

Procedures/Rules for seclusion:

- A referral sheet will be completed for all students being placed in seclusion –detailing the reasons and strategies applied. This will be counter signed by RAC behaviour and Head of House.
- A portion of the time a student is in seclusions will be devoted to behaviour modification to reduce repeat offending. Data for seclusion is maintained and analysed to measure the impact of the unit.
- Students who have repeatedly entered seclusion will join a behaviour modification group to provide support and strategies to avoid reoffending. The incidence of reoffending is analysed and the impact of any strategies are measured.
- Full school uniform must be worn including tie and correct shoes.
- If in trainers must change into pumps.
- Mobile phones must be handed in – this could be done at pupil reception and locked in a drawer until student leaves. Removes temptation of phone being in the same room and confrontation of not wanting to hand phone in.
- Students are to complete work set in silence. No communication to other students unless involved in a behaviour modification programme.
- Breaking any rules results in students completing another full day in seclusion.
- Parents/guardians would be contacted prior to student being placed in seclusion so they understand the reasons and are aware they will be late home.
- If a student is absent on the day they are meant to be in seclusion, they will complete the day as soon as they return to school.
- A student can be placed in seclusion part way through a day, but should also come in for the beginning of the following day to make up the full hours in total. E.g. if brought in at break and stay for the rest of the day they would do period 1 & 2 the next day and then be released at break to continue with a normal day.
- A list will be sent out to all staff each morning to confirm who is in seclusion for that day.
- Work must be provided that is appropriate for each student. Staff to be made aware of the importance for arranging work or giving notice to seclusion about the type of work that the student needs to be completing.
- Seclusion should be a step up from an after school detention not a replacement. For low level behaviour/minor disruption an after school detention should be issued. Eg. Not listening to instructions, throwing in class, not completing homework, rudeness, silliness in lesson, ignoring warnings to rectify behaviour. Being placed directly into seclusion should be the result of aggressive/violent behaviour, bullying, physical assault/fighting, high level disruption, foul language aimed at staff, selling prohibited items, missing an afterschool detention, wearing incorrect uniform, refusing to wear pumps (rather than being sent home).
- HOH/RAC/SLT to use discretion with pupils. If an issue is deemed severe enough then student can be placed into seclusion.
- In serious cases students may be referred to external seclusion off site at another educational facility.

Unacceptable behaviour:

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

These unacceptable behaviours are:

- Violent behaviour or physically hurting others

- Deliberate offensive language, including racial and sexual abuse
- Rudeness to staff and students
- Vandalism
- Continued disregard for staff instruction
- Continued disregard for school rules and/or procedures
- Theft from staff, fellow students and school premises
- Internet abuse (see e-safety policy)

Lunchtime and Break:

Students are expected to stay on the school site and behave appropriately. The staff and lunchtime supervisors are required to support all the school policies and offered the same respect and authority as the teaching staff.

Procedures:

The procedures arising from this policy have been developed by the behaviour working party in consultation with the staff, parents, students and governing body. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the behaviour panel. Behaviour of pupils in school is reported to governors through the Pastoral Team.

Expectations

The behaviour policy is designed to help and support the learning in the school. As such this places expectations on the staff and pupils on how they conduct themselves and how they interact with each other

Staff Expectations.

All staff are expected to:

- Adapt the learning for all students in their class – make it interesting and bespoke
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All students are expected to:

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Rewards

Rationale

At Buile Hill Visual Arts College we acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity.

We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate those who may be disenchanted. Rewarding students and celebrating success is at the heart of our community

Aims

- Rewards increase the motivation of all students, encouraging their self esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the school in all contexts.
- The system of giving rewards supports the role of the Heads of House and form tutors in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.
- Every member of staff will praise students for good or improved work and effort using the following system.
- Rewards are to support and promote good behaviour

House System

House Competition

House points are awarded for Interhouse competitions. Students compete every two weeks in Interhouse events and points are awarded to the house for this.

- 1st Place – 100 points
- 2nd Place – 75 points
- 3rd Place – 50 points
- 4th Place – 25 Points

Houses will also be awarded points for

- Attendance
- Interhouse competitions – best of etc
- Staff participation
- Student participation
- Students attending house competitions
- Form time activities

Strategies for Rewards

- All year through departments and tutors by praise – this may be verbal during a lesson or recorded in a written format on work.
- Each week the students with the most house points for the week are congratulated in house assembly
- At the end of terms 2, 4 and 6 House Cups are awarded to an individual student from year 7–11 for the most house points accrued that term
- At the end of each term students points are totalled and students can ‘trade’ these to claim their rewards
- At the end of each term students with the highest number of house points receive their reward in the whole school assembly.
- At the end of the academic year the house with the highest number of house points in each category receives a cup/shield in final assembly. House shields are also awarded for sport, house points, competition, attendance and citizenship.

House points are awarded on a scale basis as shown in the table below:

Point	Awarded For
1	Being helpful Picking up litter Full equipment and correct uniform for the week Attending revision sessions Attending afterschool clubs regularly Excellent behaviour in lessons Good attitude Showing good manners Supporting other students – being kind Excellent homework Taking part in house events after school Over achieving your target Tours for guests Homework or class work displayed Representing the school - sport teams, primary liaison
5	House Star of the Week SLT or HOH Praise for going above and beyond
10	Prefect Duty each week – once per term 100% attendance for the half term Assisting at parents evenings/ concerts etc Praise of Mr Inman for going above and beyond
25	100% attendance for the term Taking part in national activities which required a lot of time Governor's Award

Staff will issue at least 1 house point per lesson.

House points can be recorded via

- SIMS
- House Point Slips
- Planners

Each week form tutors will update their forms house points totals, these will then be shared with the Head of House who will share the collective house totals in assembly each week.

House points can be redeemed against prizes as shown in the table below at the end of each term.

Points	Reward
25-49	Pencil case with full equipment Canteen voucher for toast Small chocolate bar Tea and cake with Mr Inman
50-99	Canteen voucher for £5 – bacon sandwich every day Sweets/ Chocolate reward – Easter Egg etc McDonalds/ KFC for lunch one day in school Breakfast meal with friends Break or lunch 5 minutes early for one week– Golden Ticket £5 X Box Credit
100-249	Cinema Voucher - £10 Trafford Centre Voucher - £10 Itunes voucher - £10 Non uniform for the day – on set days in the year £10 X Box Credit
250-500	Small trip – bowling, museum, ice skating, etc Workshop in school – circus skills, Voucher for money off a trip Ticket to a sporting event – Man Utd, Man City, Salford Red etc
500-1000	Kindle Nexus 7 22” Television Bike or £100 towards a bike Samsung Galaxy Mini Nokia Lunua 630
1000+	Ipad Mini Laptop

Sanctions

When student’s behaviour begins to impact on their learning or the learning of others suitable sanctions should be applied in the classroom. It should be remembered that these sanctions must be applied consistently, using emotional intelligence and rationally. They should be used supported by behaviour management techniques and using the school’s support systems when appropriate. Below are the school’s expectations on how these sanctions should be applied.

Discipline consequences per day:

If a student chooses to break a code of conduct the consequences are delivered following the school’s procedures – see following sheet:

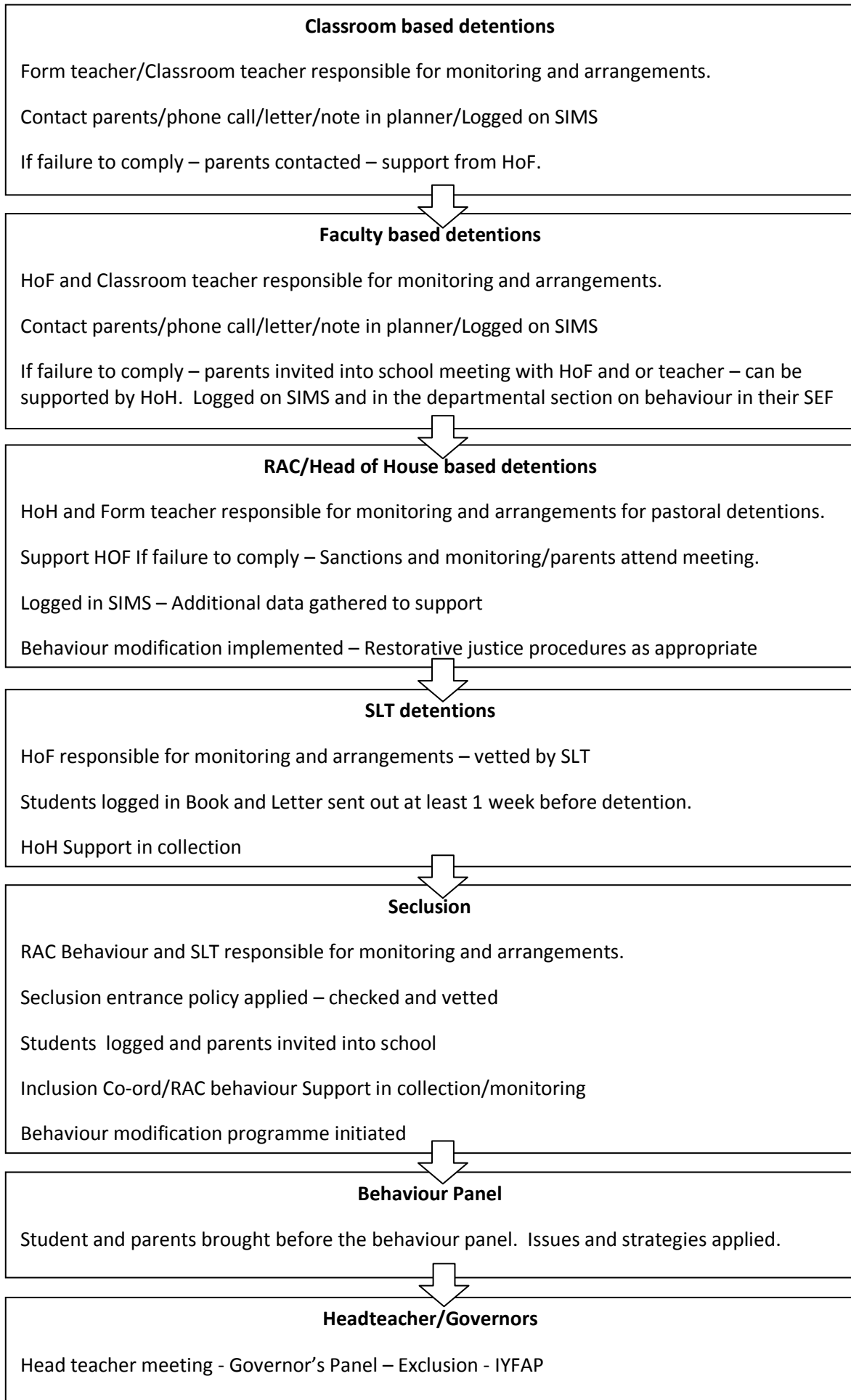
SEVERE CLAUSE – This goes into effect when there is a severe disruption e.g. fighting, swearing, and severe disobedience/disrespect. Any of these violations will cause a student to be sanctioned at a higher level using the school’s systems of seclusion/exclusion and after school provision.

Severe incidents will be recorded on the school’s SIMs by all relevant staff.

Procedure for dealing with incidents in the classroom

Level	Consequences	Strategies	Example behaviours
Step 1	Official Warning	Classroom teacher based sanctions and actions Behaviour management strategies applied in the classroom by the classroom teacher – e.g moved seating, redirecting to work, classroom support	Low level behaviours Talking not on task Repeated lateness
Step 2	Official Warning	Classroom teacher based sanctions and actions Classroom teacher ensure sanctions are applied and completed data entered onto SIMS if persistent	Repeated low level behaviours More serious behaviours preventing learning of the class
Step 3	Referred to HoD/HoF	Referral to HoD/HoF Students may be removed to work elsewhere within the department. Further sanctions applied by HoD/HoF Parents informed by Teacher/HoD Classroom teacher enters information on SIMS including sanctions applied and ensures students complete HoD/HoF monitor and support agreed sanctions within the department. Repeated incidence – departmental action to support teacher and or student	Repeated disruption within the classroom despite management strategies. Complete refusal to comply. Serious incident.
Step 4	Referral to HoH/SID callout	Referral only done by Faculty leader Departmental sanctions applied and followed up – Departmental detention. Parents informed by HoD/HoF Parental meeting Mediation and support for Faculty leader	Serious incident Continued or serious disruption of learning within the department despite management strategies.
Step 5	Referral to Seclusion	Referral to seclusion to Assistant headteacher – Ethos and RAC Behaviour Seclusion referral form completed and countersigned by HoH/HoF and parents interviewed. Inclusion of student in strategies to reduce reoffending Home, student, parent contract Information entered into SIMS In extreme cases fixed term exclusion maybe considered	Serious incidents or repeated refusal to comply

School Detention flow chart – Stages, checks and balances



Punctuality

Students are encouraged to arrive to school and lessons on time. A second bell signals that students are late and at this point sanctions may be applied. On regular intervals "hotspot" checks are made and students on corridors after the late bell are logged, letters sent home and a sanction applied. Hotspots times vary throughout the week to encourage prompt arrival to lesson.

Behaviour points

Incidents of poor behaviour will be logged on SIMS by all staff. Each type of behaviour carries with it a points tariff dependent on how serious the incident is. This is shown in the appendix below.

Form staff and Heads of Houses will keep a careful check on the total of points gained by students to help monitor low level disruption and to spot students who are beginning to cause concern across the school. A hierarchy of interventions will be applied as below.

Stage threshold	No. behaviour points per half term	Sanction applied
Stage 1	10 Behaviour points	Letter home to parents expressing concern
Stage 2	20 behaviour points	Letter with conversation with form tutor Student on Form tutor report to monitor – 2 weeks. Feedback to parents at the end
Stage 3	30 behaviour points	Letter home and invitation into school for HoH/Faculty leader dependent on issues. On report to HoH/Head of Faculty – 2 weeks Then 1 week to form staff Raised at Pastoral meeting
Stage 4	40 behaviour points	Parents invited into school meeting with HoH and SLT link Parental, school and student contract. Intervention for behaviour management instigated Support mechanisms in place Monitoring report to SLT – 2 weeks 1 week to HoH 1 week to Form tutor
Stage 5	50 behaviour points	Behaviour panel Parent and students come before the panel Behaviour modification strategies applied Support for SEN/LSU and outside agencies as appropriate

Searching Pupils and Confiscating Banned Items

If a member of staff suspects a pupil has a banned item in his/her possession, for whatever reason including selling, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

School is not required to have formal written consent from the pupil to search them – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

School can apply an appropriate disciplinary penalty where a pupil refusing to co-operate with the search.

What can be searched for ?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school which has been identified in the behaviour policy as an item which may be searched for.

Prohibited

- **Isotonic drinks/Fizzy drinks**
- **E cigarettes**
- **Cigarettes**
- **Tobacco**
- **Lighters**
- **Alcohol**
- **Drugs**
- **Fireworks**
- **Weapons or items that can be construed as a weapon**
- **Large amounts of confectionery**
- **Anything which can be considered a health and safety risk to themselves or others**

In accordance with the Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, a member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

By Law school is not required to inform parents before a search takes place or to seek their consent to search their child.

School has no legal requirement to make or keep a record of a search.

School should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Appendix

BEHAVIOURAL STAGE PLAN A CHECK LIST OF POSSIBLE SANCTIONS/ACTIONS

STAGE 1

Subject Teacher	<ul style="list-style-type: none">- Phone call to parent- Detention given- Subject teacher report (involve Form Tutor)- Referral to Head of Faculty- Meeting (minute meeting)	Form Tutor	<ul style="list-style-type: none">- Monitoring report- Curriculum report- Form Tutor report- Letter- Phone call- Meeting (minute meeting)
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STAGE 2

Department/Faculty Leader	<ul style="list-style-type: none">- Subject report- Letter/phone call- parent meeting- Department detention- Referral to Head of House- Subject monitoring/intervention
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STAGE 3

Head of House	<ul style="list-style-type: none">- Parent meeting (minutes of meeting)- Behaviour contract- Head of House report- IBP- Refer to SLT link- Seclusion- PSP- TAC meeting- CAF- Attendance Team/EWO- Curriculum report- Referral to Raising achievement co-ordinator- Referral to behaviour panel
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STAGE 4

SLT link	<ul style="list-style-type: none">- Letter- Phone call- Parent meeting- Senior manager report- School detention- Seclusion
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STAGE 5

Behaviour Panel	<ul style="list-style-type: none">- Seclusion- LSU part time/full time- Exclusion- After School Provision- Salford on line- Governor's Panel- Behaviour mentor referral- IYFAP- Educational Psychologist
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Serious incidents (as they arise) will be dealt with by staff of SID callout or SLT. Students causing classroom problems where SLT are sent for should be referred at the appropriate level after dealing with the immediate situation.

Roles and Responsibilities

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

All staff and governors will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have a responsibility for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Behaviours and sanctions in suggested grouping with examples

	Category	Example behaviours	Priority	Sanctions
1	Attendance Action	As noted in text	Neutral	None
2	Disruption (minor)	Interrupting the learning in the classroom/school <ul style="list-style-type: none"> • Calling out • Name calling • Chatting/talking • Out of seat • Throwing • Not listening • Swinging on chairs • Talking whilst teacher talking • Interrupting lesson • Behaviour on corridors 	Low	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention 10 mins • Verbal warning • Speak to FT/HOH
3	Late to lesson	Late significantly after the rest of the group without good reason Repeatedly late to lesson – raise level of sanction	Low	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention 10 mins • Verbal warning • Speak to FT/HOH
4	No homework	Failure to provide homework Repeated failure to provide homework – increase sanction	Medium	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention to complete/longer detention as appropriate • Verbal warning • Speak to FT/HOH

5	Failure to follow instructions	<p>Not doing as requested</p> <ul style="list-style-type: none"> • Chewing/drinking • Using mobile phones/Mp3 • Behaviour in canteen • Attend class detention • Appropriate dress code in school 	Low	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention 10 mins • Verbal warning • Speak to FT/HOH
6	Not Equipped to work	<ul style="list-style-type: none"> • No equiHoHent • No Planner • No kit/equiHoHent • Not in uniform • No bag • No ingredients 	Low	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention 10 mins • Verbal warning • Speak to FT/HOH
7	Other (minor)	As noted in text – other situation details recorded in the notes section – sanctions might range from Low to medium dependent on situation	Low/Medium	<ul style="list-style-type: none"> • Note in planner • Kept back at end of lesson • Move student • Short detention 10 mins • Verbal warning • Speak to FT/HOH
8	Other (severe)	As noted in text section	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable

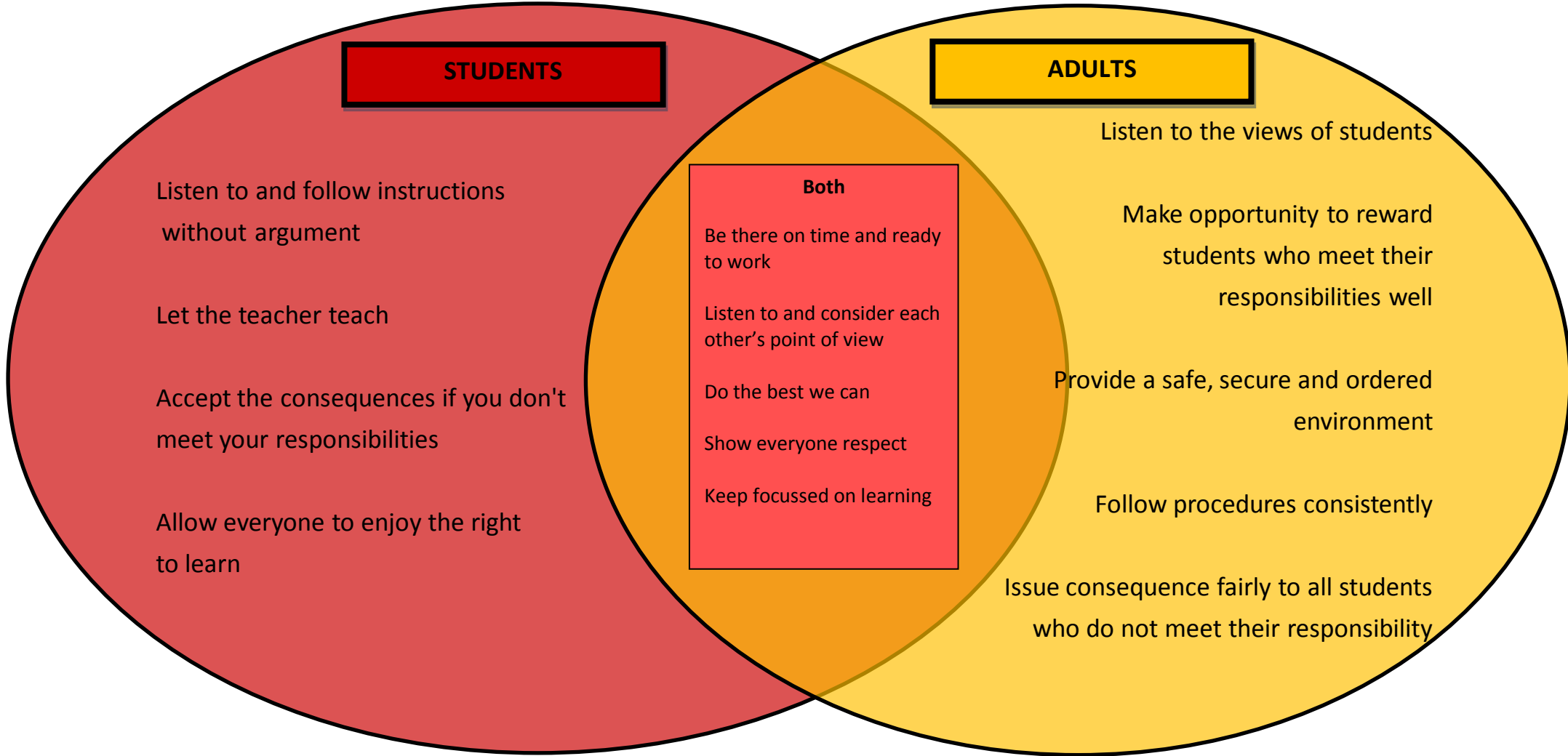
9	Verbal abuse of student	<ul style="list-style-type: none"> • Swearing • Threats • Calling family • Insulting language 	Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention
10	Persistently not equipped to work	<p>Persistently</p> <ul style="list-style-type: none"> • No equipment • No Planner • No kit/equipment • Not in uniform • Refusal to take part 	Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention
11	Disruption (Severe)	<p>Persistent/severe – Preventing learning in the classroom/school</p> <ul style="list-style-type: none"> • Calling out • Name calling • Chatting • Out of seat • Throwing • Not listening • Swinging on chairs • Talking whilst teacher talking • Behaviour on corridors 	Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention

12	Refusal to comply	<p>Repeated</p> <ul style="list-style-type: none"> • Failure to follow instructions • Failure to attend detention • Ignoring staff on duty • Behaviour in the canteen • Dress code • Jewellery • Smoking 	Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention
13	Insolence/rudeness	<ul style="list-style-type: none"> • Insolence • Answering back • Arguing with staff 	Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention
14	Lesson truancy		Medium	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention

15	Damage		<ul style="list-style-type: none"> • Damage to property • Vandalism • Graffiti • Response dependent on the level of damage 	Medium/High	<ul style="list-style-type: none"> • Detention – 30 minutes – 1 hour • Contact home – letter/phone call • Confiscation of property • Withdrawal of privileges/access • Sent to Head of subject/Faculty • Work elsewhere • Placed on report • Isolation/reintegration • Referral to panel • Parental interview • School detention
16	Verbal Abuse of staff		<ul style="list-style-type: none"> • Swearing at staff • Verbal threats • Verbal intimidation • Insulting attitude and language 	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable
17	Physical assault		Attack on another student	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable
18	Aggression towards staff		<ul style="list-style-type: none"> • Verbal threat • Physical intimidation 	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable

19	Aggression towards students		<ul style="list-style-type: none"> • Fighting • Man handling • Shoving • Intimidating behaviour 	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable
20	Bullying		<p>Persistent name calling</p> <p>Severe behaviour likely to cause intentional distress or injury</p>	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable
21	Racism/Homophobia		Language and actions which is racially or homophobically directed at any member of the school community	High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT/AHOH • Removal from lesson • Part time timetable
22	Theft			High	<ul style="list-style-type: none"> • Isolation/seclusion • Meet with parents • Placement in LSU • After school provision • Exclusion • Placed on monitoring report HOH/SLT • Removal from lesson • Part time timetable

THE BUILE HILL VISUAL ARTS COLLEGE CODE OF CONDUCT



Abbreviations used in this document

HoH – Head of House

SLT – Senior Leadership Team

CME – Child missing education

RAC – Raising Achievement Coordinator

LSU – Learning Support Unit

HoD – Head of Department

HoF – Head of Faculty

FT – Form Teacher

SIMS – School Information Management System

IYFAP – In Year Fair Access Panel

SID – Serious Incident Duty

EWO – Educational Welfare Officer