



CROOKHORN COLLEGE

Behaviour Regulation Policy

Date of Policy: September 2023

Review Date: September 2024

Vision Statement and College Ethos

At Crookhorn we believe every student has the right to feel respected, safe and valued in school. We work with staff to ensure that we build positive relationships with students and that staff are committed to the wellbeing, emotional and mental health of all students. We strive to provide an ethos, environment and curriculum which supports the social, emotional and mental health of the whole College community.

The Behaviour Regulation Policy at Crookhorn is based on the Cornerstones Code (Appendix 1). This Code reflects the four Cornerstones and is designed entirely to create a supportive, co-operative environment that encourages positive behaviour for learning. Crookhorn College considers all reasonable adjustments when applying the Behaviour Policy.

1. Policy statement

This policy has been produced in line with guidance provided by Hampshire County Council and has included input from members of staff, SENCO and representatives from the governing body. This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

2. Policy Scope

This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

3. Policy Aims and Objectives

The aims and objectives of this policy are based on rights, responsibilities and respect. Praise, rewards, privileges and positive role-modelling help support the development of self-discipline and the capacity to make positive choices. It is this that forms a fundamental part of our Behaviour Regulation Policy. The policy aims and objectives are:

- To provide a caring and orderly community where effective learning can take place.
- To help students develop a sense of self-esteem and achievement in line with our Cornerstones Code.
- To help all students take responsibility for their actions and learning.
- To support students in having the highest expectations and to enable them to make positive choices.
- To establish an ethos of mutual respect between all members of the College community.
- To help students develop their skills in listening to; co-operating with and appreciating others ways of thinking.
- To help our students to prepare for their futures by helping them to develop a sense of worth, identity and achievement.

4. Approach

I. Creating a positive environment for learning

Rewarding and recognising positive behaviours is the most effective way of ensuring that learners are motivated to behave positively. Where we can engage children in positive learning, positive behaviours will follow.

- Staff recognise good behaviour and comment on it whenever possible.
- Staff reiterate basic expectations when students are not following these.
- Staff are responsible for creating a positive and calm learning environment.
- Staff are firm but mindful of our learners needs and the challenges they face.
- Reward systems are embedded effectively to ensure there is a positive learning environment.
- Staff produce quality learning plans which will lead to quality learning.

II. Focus

At Crookhorn all students are expected to be 'ready to learn' once they arrive to their lessons. Roll call takes place each day after break and lunch times for years 7 & 8, with the aim of regulating their behaviour following unstructured time.

- Tutors should check daily that all students have adequate equipment to learn.
- Teachers should model positive behaviour and reinforce this to students during roll call, in lessons and around the College site.
- Teachers should plan and provide students with outstanding teaching and learning, to ensure student focus.
- Teachers should always provide a 'do now' task in line with the College teaching and learning policy.

III. Roles and responsibility

Every member of staff within the College has a role to play to ensure that students build their skills in relation to taking responsibility for their own behaviour. It is a shared responsibility. All staff, Governors and parents should also be responsible for ensuring that they act as positive role models for students as we develop their attitudes for all aspects of life.

All staff will:

- Model good behaviour for students and promote good relationships.
- Thank and praise/reward student who make the positive choices.
- Show kindness, empathy and maintain awareness that sometimes things can be difficult without diluting high expectations and standards.
- Learners are always spoken to respectfully regardless of what type of behaviour they have displayed.
- Follow the Behaviour Regulation Pathway for dealing with any behaviour incidences.
- Use Class Charts to follow up on rewards and consequences.

Teachers will:

- Establish and maintain a clear, calm and consistent learning environment for students.
- Use positive relationships to redirect students whose behaviour drops below expectation.
- Plan for excellent progress to ensure that the lesson meets the needs of all learners so that learning is not disrupted.
- Have a full understanding of SEN profiles and implement strategies to support learners with additional needs.
- Offer students a fresh start each lesson.

Tutors will:

- Meet and prepare students each morning to ensure that they are ready to learn.
- Monitor rewards and sanctions for students in their tutor groups.
- Be aware of individual pastoral concerns and SEN for individuals in their tutor group.
- Pass on any concerns to their HOH or the pastoral team.

Subject Leaders will:

- Lead their teams and monitor plans to ensuring that this meets the needs of all learners.
- Promote positive learning environments within their subject area.
- Lead teachers in issuing rewards and consequences in line with the Behaviour Regulation Pathway.

Headteacher and Senior Leadership Team will:

- Monitor and evaluate behaviour within the College and implement support systems where required.
- Liaise with outside agencies to gain further support for students where required.
- Oversee planning, teaching and learning to ensure that all students are supported within the classroom.

IV. Rewards

Crookhorn uses a software package called Class Charts. This enables a fast behaviour management system for staff and parents/carers. Class Charts enables monitoring to allow instant reports for teachers, form tutors, HoS, the pastoral team, HoH and the SLT. Information is shared with parents/carers and students via the Class Charts app.

Formal rewards are issued to recognise moments of excellence either through academic work (Commendations – Appendix 4) or demonstrating the cornerstones (House Points – Appendix 3). A student can receive a Commendation or House Point from any member of staff. Certificates, badges and other rewards for individuals and groups follow from the accumulation of Commendations and House Points. Commendations and House Points are rewarded via Class Charts and are visible to students, parents and staff via the Class Charts app.

V. Behaviour systems

To support the Cornerstones Code there is the Crookhorn Behaviour Regulation Pathway (Appendix 2) which every teacher has the responsibility to follow. This is a clear stepped procedure of consequences for the students if they do not meet the expectations set out in the Cornerstones Code. Consistency across all classrooms with the consequences will reinforce strongly to students our expectations. To ensure that the expectations in the classroom are met effectively, teachers are expected to use the full range of behaviour techniques including positive discipline, corrective feedback, emotion coaching, supportive

routines, environment management, student grouping management and curriculum delivery. The Crookhorn Behaviour Regulation Pathway document details how and when behaviour incidences should be referred to Heads of Subject (HoS) and the Senior Leadership Team (SLT). If there is an example of poor or dangerous behaviour, the student must be referred immediately to the relevant HoS or, in extreme cases, on call support must be sought. The incident should then be written up by the class teacher after the lesson and followed up by the HoS, Head of House (HoH) or SLT depending on the nature of the incident.

The Crookhorn Behaviour Regulation Pathway is in place so that all teachers understand the way to encourage and support the high standard of behaviour expected from Crookhorn students both inside and outside the classroom. The Behaviour Regulation Pathway makes clear the consequence procedures and the steps taken to support students who struggle to regulate their emotions through Student Profiles and Pastoral Support Plans. It also outlines staff involvement at different stages of the process. The aim of the Behaviour Regulation Pathway is to encourage consistency with both support systems and consequences. A key part of the behaviour support system is the Resilience Room and the Student Inclusion Unit. These are designed for the dual purpose of being a sanction and a support measure for students who are having difficulty with emotional regulation and/or struggle to follow the College Cornerstones Code. The aim of these provisions is to prevent students being excluded from the College. The Resilience Room is used by students with EHCPs for SEMH or a high level of SEMH need and is used as a time-out base and for students on resilience timetables. Students can be referred to the SIU for support or because of failing to follow the Cornerstones Code. Referral to the SIU can only happen through a member of the SLT or HoH. The HoH is involved with the students in a reflection process that helps the students understand why their behaviour was unacceptable and what action can be taken in future to avoid a repeat performance.

The College includes an HLTA for SEMH who delivers programmes to support students with SEMH needs, such as emotional regulation. Students who would benefit from this intervention are identified by the Assistant Headteacher (SEN & Student Support), Assistant SENCO, Assistant Headteacher (Behaviour), HOH and members of the Pastoral Team. The College also has an ELSA and a Counsellor who work with students that require a more intensive level of support around their SEMH needs.

The College will consider appropriate action to take with reference to non-criminal poor behaviour and bullying, which might occur off the College site under the following circumstances; any College organised or College related activity, travelling to or from College wearing College uniform or in an instance where the individual can be clearly identified as a College member. Any such incidents will be considered and responded to on an individual basis.

For other incidents that occur outside of College hours, the College will work with parents to refer/report to the relevant authorities such as the Police. The College will then work with the relevant authorities in any investigation that is undertaken. For further reference please refer to the Joint Federation statement on the College website.

VI. Search procedures

If it is deemed necessary, staff at the College may request to search a student. The search will be carried out if a member of staff suspects, or has reason to believe that the student has on their person or in their bag an item which is strictly against the College Code of Conduct and may cause harm to themselves or a member of the College community.

The search will always be carried out by two members of staff from the SLT, HOH or Pastoral team. In line with the guidance from the DfE, the member of staff conducting the search will be the same sex as the student being searched. The search will always be witnessed by another member of staff who, where possible, will be the same sex as the student being searched. On rare occasions, a search may be carried out by a member of staff from the opposite sex of the student or without a witness present. The only occasion that this would occur is where a staff member reasonably believes that there is a risk that serious harm will be caused to the student if the search is not conducted immediately and where it is not practicable to summon another member of staff. For transgender students a discussion will take place before the search to ensure that consent is obtained and their dignity respected.

The student will be made aware before the search is carried out that the College has a legal right to request the search if they suspect that the student is in possession of an offensive object or material. Parents will always be informed about the reasons for the search and the outcomes of it, once the search has been carried out.

VII. Physical restraint

Please refer to the Physical Restraint Policy for specific information relating to the College approach to staff using reasonable force or making physical contact with students. For pastoral care and support for College staff accused of misconduct when dealing with student behaviour, within the College, please refer to Physical Restraint Policy section 4 v

5. Policy Review Process

The Crookhorn Behaviour Regulation Policy will be reviewed annually, or whenever issues arise which generate new ways to adapt our approach to the management of behaviour.

6. Policy Links

The Behaviour Regulation Policy links to the following other policies that we hold at Crookhorn:

- SEN and Disability Policy
- Statement of Behaviour Principles
- Child Protection Policy

- Safeguarding Policy
- BYOT Policy

APPENDIX 1

THE CORNERSTONES CODE

RESPECT

- ✓ I will RESPECT that at Crookhorn learning in the classroom is the priority.
- ✓ I will be RESPECTFUL, polite and considerate at all times and follow the teachers' directions in a positive manner.
- ✓ I will show RESPECT for the College by wearing the College uniform in the correct way.
- ✓ I will RESPECT other people's property and listen to and value their opinions.
- ✓ I will RESPECT the College and class environment by eating only at lunch and break time and putting my rubbish in the bin.

RESPONSIBILITY

- ✓ I will take RESPONSIBILITY for my own learning.
- ✓ I will take RESPONSIBILITY for the care of my environment, buildings, College grounds and community.
- ✓ I will take RESPONSIBILITY for my actions and consider how they may affect the learning, health and safety of others.
- ✓ I will take RESPONSIBILITY for how I move around the College.
- ✓ I will act RESPONSIBLY by leaving valuables at home.

COMMITMENT

- ✓ I will show COMMITMENT to my learning environment by keeping noise and disruption to a level that does not disturb the learning of others.
- ✓ I will show COMMITMENT to my education by arriving on time to registration and lessons.
- ✓ I will show COMMITMENT to my House team by supporting, through my participation, College and community events.

ACHIEVEMENT

- ✓ I will ACHIEVE my potential by always bringing the correct equipment to each lesson.
- ✓ I will ACHIEVE my potential by making sure my behaviour enables me to focus on my personal achievement targets.
- ✓ I will work hard to ACHIEVE my potential in class work and homework.

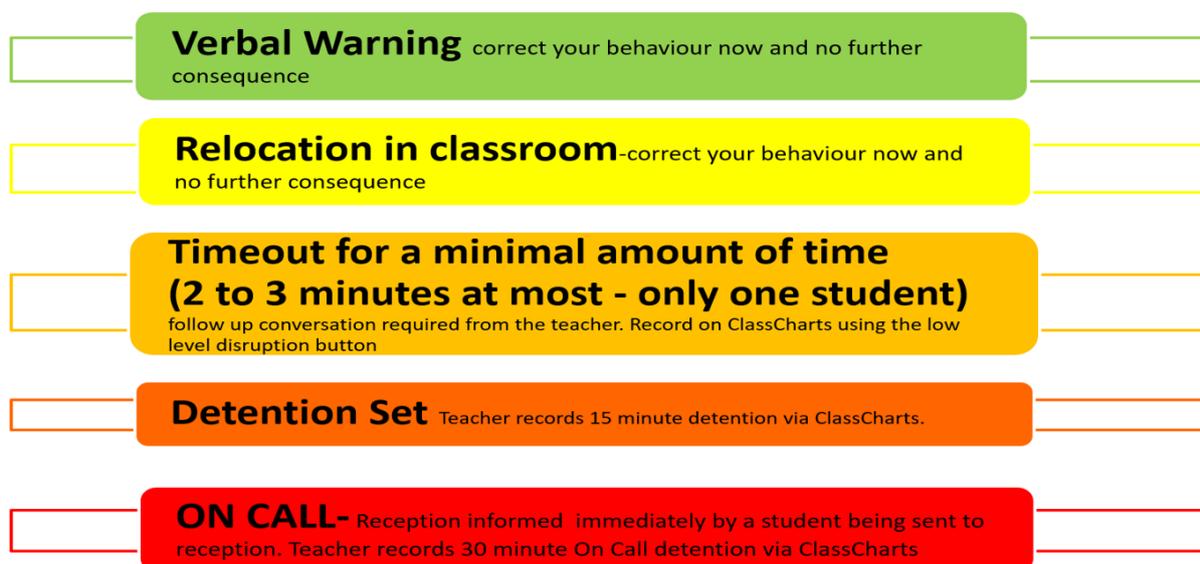
APPENDIX 2:

CROOKHORN BEHAVIOUR REGULATION PATHWAY

Managing behaviour in the classroom

Disruption/ behaviour issues in the class should be dealt with by the teacher using a variety of strategies and consequences in line with the 'Low level Disruption Consequence Chart' and recorded on Class Charts.

Low Level Disruption Consequence Chart



Strategies:

1. Teachers to revisit rules and regulations relating to the start of the lesson and expectations in the lesson (Draw particular attention to the list of behaviours for which a student might expect **praise**)
2. Consistent and positive re enforcement of the Cornerstones Code
3. Positive correction strategies, including dialogue where choice and consequences are made clear
4. The 'Time out rule'; this must be 2 to 3 minutes only and the teacher must endeavour to speak to the student before reintegration into the lesson.
5. Using 'Safe Classrooms' where possible to give opportunity for 'time out'

Following up Persistent Disruption in a Subject Area

Class teachers and HoS may choose to follow up persistent disruption or more serious matters such as failure to complete homework with a Subject detention. HoH may wish to follow up concerns regarding behaviour, effort or attitude to learning through a HoH detention. In both cases this detention is for thirty minutes after College.

It is the policy of Crookhorn College that when 'On-Call' is used to remove a student from the classroom, a minimum of a Subject detention is set. The detention is set through Class Charts by the classroom teacher and reviewed by the HoS.

Subject/HoH detention procedure is as follows: HoS/HoH/Class teacher notifies parents by sending a message via the Class Charts app. This can be followed up with a phone call where necessary.

Dealing with a Serious Incident

If an incident happens in the lesson that is extremely serious, such as a physical fight between two students, use of foul language to a member of staff or severe erratic behaviour on the behalf of the student then the teacher is to use On Call and record the sanction on Class Charts. The teacher will follow up the incident afterwards with discussion with the HoS, HoH and SLT where necessary.

Managing persistent failure to follow the College Code of Conduct

Tutors/HoH monitor the overview of students failing to follow the Behaviour Policy across the curriculum. This is done through Class Charts analytics

If a student fails to respond to classroom sanctions and/or an incident is of severity the following sanctions may be deemed appropriate:

Report

- Tutors/HoH/SLT may choose to place a student on report to monitor attitude to learning and/or behaviour and set specific targets to encourage a student to modify their behaviour.

Senior Leadership Team (SLT) Detention

- For failure to attend a subject detention or for an incident considered sufficiently serious a member of the SLT may set a SLT Detention. Parents/carers will be notified on Class Charts as to the date and length of the SLT detention.

Low Level Disruption Programme (LLDP)

- In cases where students who appear to be causing persistent problems come to light through On Call data/SIU data/Class Charts analytics/staff feedback, the student may be added to the LLDP. This programme is a period of enhanced monitoring with incremental increases in sanctions for students who fail to modify their behaviour. Parent/carer meeting held

LLDP Steps:

Step 1: 3 days SIU

Step 2: 1 week loss of unstructured time

Step 3: Alternative timetable

Step 4: Federation Placement

Step 5: Placed on an Acceptable Behaviour Contract.
Throughout all the steps parent/carer is informed.

Acceptable Behaviour Contract (ABC)

- Students may be placed on an Acceptable Behaviour Contract to support them in modifying their behaviour by setting bespoke targets for improvement with a clear set of sanctions for failure to meet these targets. Students failing an ABC will be directed to Alternative Provision.

Directed Alternative Provision

- A student may be directed to attend another school for a period of 4 to 6 weeks.

Student Inclusion Unit (SIU)

- A student may be placed in the Student Inclusion Unit (SIU) for a single serious incident or persistent disruption to learning.
- Whilst in the SIU students are expected to work in silence and are not permitted to leave the SIU without explicit permission from the member of staff overseeing the SIU. Students are to remain in the SIU for break and lunchtimes.
- Students in the SIU are expected to hand in their mobile phones and bags for safe keeping.
- *Students in the SIU are expected to stay in the SIU until 3.30pm.*
- Only members of SLT and HoH can put students in the SIU and there is a clear system for doing this, to ensure the smoothest possible running of the unit.

Federation Inclusion

- A student may be directed to attend the inclusion provision of a Federation School for a period of time, as an alternative to fixed term exclusion.
- Refusal/failure to complete the sanction could lead to an escalation of the sanction.
- A student will not be re-admitted back into lessons until the formal re-integration meeting has been completed with both the student and parent.

Alternative Timetable

- A student may be directed to attend College on a reduced or restricted timetable that may be at times alternative to the normal hours of the College day for a fixed period of time.
- During this period of alternative timetable the student may be required to work in the Student Inclusion Unit.
- Refusal / failure to complete the sanction could lead to an escalation of the sanction.

1 day Pre Suspension at Oaklands school

- To prevent a fixed term exclusion a student will be directed to Oaklands for a 1 day provision.

- During this period the student will be required to work in Oaklands inclusion unit.
- A student will not be re-admitted back into lessons until the formal re-integration meeting has been completed with both the student and parent.

Fixed Term Suspension

- If an incident is deemed serious enough, a student may be excluded from the College for a fixed period of time.
- Any student who has a fixed term exclusion will have a reintegration meeting with a member of the SLT, HoH and parents/carers, with any relevant outside agencies.
- At some of the reintegration meetings a Pastoral Student Support Plan (PSSP) may be presented or discussed. This will focus on agreed action and positive outcomes. A PSSP is likely to be drawn up, where there has been frequent and persistent cause for concern. The PSSP will highlight the need for multi-agency assessment should it be appropriate.
- Consideration will be given to updating or initiating a Student Profile as a result of the exclusion. All staff have access to Student Profiles. Student Profiles include teaching and support strategies that have been identified as appropriate ways of engaging the student and helping him/her maintain a focus on their learning.
- A review meeting may well be arranged at the reintegration meeting. Any relevant outside agencies will be invited if appropriate.
- Following an exclusion, a student may be on report to the HoH or House Tutor.
- Any student who is excluded for more than five days will have an alternative education provision put in place – this is arranged by the Assistant Headteacher (Pastoral) in conjunction with the Headteacher. Exclusions of this nature can generate a Governors Disciplinary Panel.
- A student will not be re-admitted back into lessons until the formal re-integration meeting has been completed with both the student and parent.

Governors' Disciplinary Panel

- At the discretion of the Headteacher a student who is demonstrating behaviours that are in breach of the College Behaviour Policy may be asked to attend a Governors' Disciplinary Panel with parents/carers. The student may be at risk of permanent exclusion. A detailed overview of the student's behaviour will be presented to the Panel. Parents/carers will have their opportunity to present their views. The aim of the meeting is to establish specific targets to support the student improve their behaviour, therefore reducing the risk of permanent exclusion.

Permanent Exclusion

- Only the Headteacher has the discretionary authority to permanently exclude a student from the College.
- The decision to permanently exclude a student may be made if:
 - There has been persistent defiance of the College Behaviour Policy and where the College has tried a wide range of strategies to modify this behaviour and support the student without success.

- There are exceptional circumstances that make it appropriate to permanently exclude a student for a one-off single serious incident. This might include (but not be limited to):
 - Serious actual or threatened violence toward a member of staff or student.
 - Sexual abuse or assault
 - Supply of an illegal drug
 - Cyber bullying causing injury to feeling and/or invasion of privacy.
 - Carrying an offensive weapon (an offensive weapon is classified as any item that could cause injury to others when used in a threatening way).
 - Carrying a knife of any kind.
 - Any form of extremism putting students, staff or visitors at risk and/or bringing the College into disrepute.
 - False allegations regarding a member of staff.

APPENDIX 3 House Points Reward System

Commitment

Achievement

House Points

House Points are awarded through ClassCharts

Every half term, Tutors can issue a maximum of 5 House Points to students who:

- Wear consistently good uniform.
 - Are punctual.
- Have the correct equipment.

Every half term:

- 5 House Points for achieving 100% attendance.
- 3 House Points for achieving 95 - 99% attendance.

House Points can be issued for participation in College events:

- 3 House Points are to be issued for every House competition attended.
 - 3 House Points for Open Evening.
 - 3 House Points for attending Transition Evening.
- 3 House Points for external College competitions or matches.

A House Point can be issued by a member of staff for:

- Homework handed in on time.
- Demonstrating Commitment by attending Study club
- Demonstrating Respect and Responsibility for learning in the classroom.
 - Helpfulness.
 - Considerate behaviour.

Cornerstone's award

This will be presented each term to the five students from each House (one per year group) who have received the highest number of House Points – issued by Head of House.

Responsibility

Respect

APPENDIX 4 Commendation's rewards system

Celebrating Success

Celebrating success is a key element of day to day life at Crookhorn College. Students can achieve Commendations or House points for successfully demonstrating one or more of the Cornerstones: Respect, Responsibility, Commitment and Achievement. Commendations are also awarded for the successful demonstration of one or more of the Cornerstones in academic work. A Headteacher's Merit may be awarded for outstanding pieces of academic work and Subject colours can be earned throughout the year.

Certificates for reaching 80, 150, 200, 250 and 300 Commendations are awarded to the students and celebratory activities for these achievements take place termly. In addition, the Cornerstones Award is presented each term to the five students from each House who have received the highest number of House points.

Opportunity

Positivity

Exciting

Never give up

Make mistakes

Independent

Next generation

Dream



Governors' Award = 300 Commendations

Receive a Governors' certificate for your achievement from one of our Governors.



Platinum Award = 250 Commendations

Receive a Platinum certificate for your achievement from the Headteacher.



Gold Award = 200 Commendations

Receive a Gold certificate for your achievement from the Senior Leadership Team.



Silver Award = 150 Commendations

Receive a Silver certificate for your achievement from your Head of House.



Bronze Award = 80 Commendations

Receive a Bronze certificate for your achievement from your Tutor.

Commitment

Achievement

Commendations

How to get Commendations

- Commendations are awarded through ClassCharts.
- Commendations are to be issued for the effort and quality of a piece of academic or practical work produced by a student - this can include quality of contribution to discussion in class.
- A postcard is issued for consistently excellent work and effort both for class and homework and is worth 5 commendations.
- Any work (model, written, video, or performance piece) that shows exceptional effort should be put forward for a Headteacher's Merit which is worth 10 commendations.
- 10 commendations are awarded by the Headteacher for completing a Challenge Award.

Bronze Award:

80 commendations – to be issued by Tutor

Silver Award:

150 commendations – to be issued by Head of House

Gold Award:

220 commendations – to be issued by Attached Senior Leadership Team

Platinum Award:

300 commendations – to be issued by Headteacher

Governors' Award:

400 commendations – to be issued by Governor

Responsibility

Respect