



## BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, REWARDS AND SANCTIONS POLICY

### Implementation

The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We ensure that our professional practice:

- has a consistent approach to behaviour management;
- includes regular opportunities for students to discuss behavioural issues with their teachers and Personal Tutor;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to students to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours;
- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents and other agencies;
- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard;
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff;
- fulfils its duties under both the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice (DfE 2014): 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities and provides reasonable adjustments for these students.

Our college makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above.

The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

### Statement of Intent

At Collingham College we are committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved.

It is crucial that we foster and develop an atmosphere in which students can learn and that we create a climate in which they not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end, each student will be made aware of our college's expectations and which are prominently displayed in our communal areas and classrooms. This policy includes details of:

- how we promote good behaviour amongst students including rewards; and
- the sanctions we adopt in the event of student misbehaviour.

As part of our Behaviour Policy our school believes that all children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

### **Aims**

Collingham College aims to provide:

- good adult role models of caring cooperative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our college that every member of the college community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The college behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

### **College Ethos**

*“Be the Best That You Can Be”*

Collingham College is expected to be a place where:

- all individuals are respected and their individuality valued;
- students are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our college is such that all who come here are valued as individuals in their own right. Students are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other students and adults. Students should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our college – students, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All members of staff have an important role to play in promoting good behaviour.

*Collingham College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

## **The Role of the Principal**

The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others and prevent all forms of bullying students;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of students;
- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development; and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- take appropriate disciplinary action against students who are found to have made malicious accusations against staff and ensure that the school fulfils its duties under both the *Equality Act 2010* (HM Government: 2010)

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

*Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **The Role of Collingham Staff**

All members of staff are expected to encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well-planned, interesting and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the college. All staff need to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy. Through regular discussions at staff meetings and briefings regarding students' behaviours, the school endeavours to ensure that staff apply all standards fairly and consistently.

Teaching staff grade student 'effort' in the classroom in their half-termly reports and have an opportunity to comment on classroom behaviour in their commentary. Personal Tutors review reports and detail any overriding pertinent behavioural issues or comment on good behaviour. The Study Room Supervisor writes a weekly report commenting on the conduct of all students who regularly use the Study Room and this is circulated weekly by the Principal to all tutors for their information.

The Personal Tutor monitors the behaviour of students in their Tutor Group and teachers are encouraged to report both particularly good and poor behaviour to them. Teachers take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, the general practice of classroom

management involves rewards being given to students on a daily basis. These include verbal praise, written remarks about good work, informing the Personal Tutor or the Principal of students whose work is particularly noteworthy and College prizes. College reports are also seen as a means of constructive praise.

### **The Role of Parents**

Collingham College strongly encourages an ethos and culture whereby there is clear communication with, and the support of, parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the college. We try to build a supportive dialogue between the home and the college, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using report cards to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the college rules, their child's learning, and to co-operate with the school, as set out in the home-college agreement.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on college premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. College premises are private property and parents will generally have permission from the college to be on college premises. However, in cases of abuse or threats to staff, students or other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the college premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our college ethos.

### **Other Agencies**

Collingham College has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with Kensington and Chelsea local authority and complies with their safeguarding procedures.

### **Standards of Behaviour**

Collingham College demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the college. All staff are expected to promote good behaviour and self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Punctual attendance at college and lessons is required. It is appreciated that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lessons, but behaviour that does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated.

### **The College Environment**

We are well aware of the impact of the Collingham College environment on the behaviour of our students. If we are to raise self-esteem and demonstrate the value of each individual member of our college, then we must make sure that this is reflected in the appearance of the buildings themselves.

Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The students will also be encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the college clean, tidy and attractive.

## **The Role of the Students**

Students are expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. At Collingham College, we recognise that every student has the right to feel safe, to learn and to be treated with respect. Linked to those rights are the following responsibilities:

### **In the Classroom:**

Students at Collingham College are expected to:

- Arrive at lessons on time and properly equipped
- Enter the classroom in an orderly manner
- Ensure that telephones and other electronic devices are switched off and in put away in their bags
- Follow the particular ground-rules established by departments for lessons in which practical work takes place
- Contribute to the creation of a good learning atmosphere
- Treat all other students, members of staff and visitors with respect
- Record all homework set in their student planner
- Ensure the classroom is left in a tidy state at the end of each lesson
- Leave the classroom in an orderly manner

### **Behaviour elsewhere:**

It is the responsibility of each student to:

- Move between lessons, around the building and between sites in a safe and sensible manner
- Behave in a safe and responsible manner at between lessons and lunchtimes which does not disrupt other lessons that might be taking place at those times
- Take responsibility for their bags and equipment
- The college will take no responsibility for electronic devices on site including mobile telephones
- Avoid any interference with the equipment or property of others
- Look after and take pride in the equipment, facilities and buildings of Collingham College
- Adhere to the Collingham staircase policy when moving around the buildings
- Not wear hats or hoodies at any time whilst in the college
- Adhere to the student contract in all respects
- Remember that they are ambassadors for Collingham College and to act accordingly **within and outside the college.**

### **In the Study Room**

In our Study Room, the rules of the 'University Library' apply:

- The computers provided in the Study Room are to be used for academic purposes only.
- Students should not bring food or cups of drink into the Study Room, although bottles of water are allowed, at the discretion of the Study Room Supervisor.
- Students should respect the rule of silence at all times.
- Students who behave without due consideration for others will be asked to leave the Study Room by the Invigilator.
- Phones are not permitted to be on the desks and should be switched off and kept in the student's bag.
- Earphones may only be used when permitted by the Study Room Supervisor for academic purposes.

### **Outside**

- Litter must be placed in a dustbin and never dropped onto the pavement or street. A heavy fine can be imposed on offenders.

- During break times and lunch times, students must not enter the porches of adjoining buildings or those opposite. Our neighbours object to their property being used by our students. Please help to ensure that good neighbourly relations prevail.
- Collingham College does not permit GCSE students to smoke. They should not smoke anywhere in the college neighbourhood; nor should they smoke when moving between buildings.
- The risk to health from smoking is made clear in the College's sixth-form PSHE programme. However, Sixth Form students who wish to smoke should cross the road, paying due care and attention to traffic, and stand by the garden railings opposite.
- All cigarette ends etc. should be discarded in the special dustbin provided.
- Sixth-form students standing on the pavement outside the A Level Building are monitored via CCTV, by the Deputy Principal and the Study Room Supervisor.

### **Rewards**

Throughout the school, good behaviour is promoted at all times. Our College believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm students who are "always good". They should not feel that the occasional badly behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

### **General Encouragement**

The importance of offering students encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see Collingham College students as able, confident, articulate and self-sufficient and to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath an apparently confident persona there often lies an individual who needs the frequent word of commendation. It is very important, therefore, that all members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a student has done well or has clearly worked especially hard. In this context written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement, there are various ways in which notable achievements or contributions can be acknowledged formally.

### **Outstanding Achievement Awards**

The annual College Prizes celebrate the academic achievement of individual students across a range of departments. In addition, the Gerald Hattee Prize marks the achievement of a student who has significantly contributed to the life of the College or who has established themselves as an excellent role model of outstanding behaviour.

### **Sanctions**

***It is the policy of Collingham College to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.***

Across the College, we work constructively with the students to help them truly embrace the core values of Collingham College. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense of personal responsibility for their actions.

### **Letters of apology**

Students who are disrespectful to staff or unkind to others may be asked to write a letter of apology to the other individual.

## **Guidelines for Staff**

All members of staff are expected to be clear in their understanding of the standards expected of our students and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom, do not go unchecked. With that in mind all staff should strive to:

- Develop an effective rapport with each individual student
- Establish a feeling of security for students by being consistent, firm and fair with them
- Avoid heated direct confrontation but deal with situations in a calm and reasoned manner
- Send problematic students to the relevant Personal Tutor or to the Principal
- Seek advice from the Principal or other Senior Staff member as and when a need arises
- Follow the procedures outlined below

## **Report Cards**

Students can be placed on Report by their Personal Tutor should their behaviour fall below expected standards. The student presents the Report Card to the teacher at each lesson who briefly records the standard of the student's behaviour in that lesson and whether or not adequate homework has been handed in on-time. The Report comments are then discussed by the student and the Personal Tutor at the end of the week and a copy sent home to parents.

## **Detentions**

In the Sixth Form, additional Study Time will be allocated to students who consistently fail to meet work deadlines. At GCSE students will be set after-school detentions.

## **AGREED PROCEDURES: Incidents leading to Detention**

The procedure for placing GCSE students in **detention** is to notify the Director of GCSE with the name of the student and a brief explanation for the detention request. The Director of GCSE will then contact parents. A record of the detention will be kept on the school's information management system.

## **More serious incidents leading to immediate school detention and/or parental involvement:**

Incidents both in and out of class should be reported directly to the Director of GCSE or to the Principal.

## **Incidents of a very serious nature:**

On those rare occasions where the behaviour of a student becomes completely unacceptable and/or is seriously disturbing the learning of others, the student should be taken immediately to the Principal or the Director of GCSE.

In such cases the College reserves the right to send a sixth-form student home for the remainder of the day with immediate effect. Parents will be informed by telephone as soon as possible and always within the hour. Students at the GCSE Department will remain in College, but may also be sent home for the remainder of the day once parents have been spoken to.

## **Collingham College School Counsellor Option as part of supporting Students to Self-Manage their Behaviour:**

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a Counsellor is established as a support mechanism and can be used for an on-going behavioural problem or in times of personal need. The Principal or Deputy Principal are always available as a point of reference. The Counsellor will maintain a close interest in the behaviour and achievements of the students and will liaise regularly with the teacher/s who work most closely with him or her. As the Counsellor gets to know the students better, there should be an input into the behaviour management strategy that is agreed as being the most appropriate. The Counsellor may also be used for family mediation group sessions. This is organised through the Personal Tutor and the Principal.

### **Staff Development and Support**

We support our staff in managing and modifying students' behaviour through appropriate In Service Education Training (INSET). We have clear procedures which enable staff to feel confident in dealing with behaviour accordingly and offer on-going senior management support to any member of staff who requires it in relation to the management of student behaviour in their classes.

### **Support Systems for Students**

Collingham College places considerable emphasis on pastoral support for all students and the relationship between the Personal Tutor and the student is an important one. We have set procedures for supporting young people with their behaviour problems and students are additionally supported through high expectations of positive behaviour made clear by our staff and mature students who serve as positive role models. In some cases, we may refer students to outside agencies who will liaise with both the college and the child's parents to provide additional support.

### **Liaison with Parents and other Agencies**

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the student's parents to provide additional support. Collingham College also has access to educational psychologists and the educational welfare service at the local authority. The college has a good working relationship with the local authority and complies with their safeguarding procedures.

**Managing Pupil Transition:** We carefully manage the transition of the students from Key Stage 4 to Key Stage 5, preparing students for their further education at sixth form. A particular strength of Collingham College is the relationship staff develop with the students. Our staff team are in constant communication and any specific student support systems or strategies are seamlessly integrated as each student moves through the college to ensure consistency in their behaviour management.

The Principal and Director of GCSE work closely together throughout the year and ensure that the Sixth-Form SMT are fully aware of the background of students moving on to the Sixth Form. GCSE students are often taught by tutors who will also teach them at Sixth Form and they are familiar with the Sixth Form building where they regularly use the labs and language rooms for their GCSE studies. Early in the Spring Term, students visit the Sixth Form for A-level subject taster sessions and take part in a workshop designed to engage them with the study skills required at this level, in particular the use of independent study time. These issues are also covered in the Key Stage 4 PSHE programme.

### **Duties under the Equality Act 2010 and supporting students with Special Educational Needs and disabled students**

In accordance with the Equalities Act 2010, the college acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our students who require adjustments due to their special educational needs or disability when considering behaviour, discipline and sanctions. Such adjustments are made according to the student's individual specific needs. Collingham College takes account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student.

All rewards and sanctions must be applied fairly and consistently and in accordance with the college's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the college community in aiming to allow everyone to work together in an effective and considerate way. The college expects every member of its community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help young people

to develop in a safe and secure environment, and to become positive, responsible and independent members of the college community. The college rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

**Recording: Incident Log:** The Deputy Principal (James Allder) regularly checks the incident log so that behavioural patterns can be identified which are then reported to the Principal for consideration and action by the Senior Management Team (SMT). The Personal Tutors record individual cases of misbehaviour and any sanctions imposed on both the College's information management system and in the Incident Log.

The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours, there is an obligation for the college to record the transgression(s) on the transfer report. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other students at risk or has endangered the safety of the student concerned, must be discussed with the Principal and entered in the Incident Log. These records are kept in the Principal's office and overseen by the Principal. The Principal keeps a record of any student who is excluded for a fixed-term (suspension), or who is permanently excluded. It is the responsibility of the Board of Directors to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Fixed Penalty Exclusion and Permanent Exclusions**

Collingham College will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Collingham College are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Principal or Deputy Principal. If The Principal excludes a student, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Principal and SMT to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Please refer to our Exclusion Policy for extreme cases, and also our Anti-bullying Policy

### **Behaviour outside college (See Behaviour Management on Educational Visits and Off-site Activities)**

Students' behaviour outside college on educational visits and sports fixtures is subject to the college's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in college. The Principal will not allow students to participate in an educational visit (including residential visits) if their behaviour at college indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their student from the venue at their own expense.

### **Students' Conduct outside the College premises**

Any student found to show misbehaviour or bullying outside the College premises (including students travelling to/from college, on an educational visit, or where a student can be identified such as through an email etc) that is witnessed by a staff member or is reported to the Principal will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the college, posing a threat to another student or member of the

public, or behaviour that could adversely affect the reputation of the college. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the college.

### **Behaviour of Parents on/off the College Premises**

On arrival at the college, parents must ring the buzz and report immediately to Reception. They may not wander around the college premises unaccompanied, unless permission has been sought, e.g. to collect an item from the Art Studio. Parents should not become angry publically, and if they have a problem this should be dealt with in private with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the college during college hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child, the college will abide by the conditions of the order. For example, a parent who has been banned from entering the college premises is trespassing if he or she does so without permission and the police will be called. At the GCSE Department, a note must be written if a student has to be taken out of college hours e.g. for a doctor's appointment. The student should then sign out and back in again on return. At the A Level Department, parents should contact the School Secretary if their child will be missing a lesson for any reason. Parents should not approach other parents on the school premises concerning external matters. Matters concerning students in the college should be handled objectively through the college and not solely between parents.

### **Anti-Bullying**

For information of how we deal with incidents of bullying, please see our Anti-Bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

### **Corporal Punishment**

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The college policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the college premises. The prohibition applies to all 'members of staff'. The verbal threat of corporal punishment is also strictly forbidden.

### **Punishments that are humiliating or degrading will not be used.**

#### **The following sanctions / punishments will never be used:-**

- Corporal punishment.
- Any form of hitting of a student (including hitting a student in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a student.

### **Physical Restraint**

Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap students. Staff only intervene physically to restrain students to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the student's personal file.

The student's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

### **Involvement of Students**

Article 12 of the UN Convention on the Rights of the Child allows students who are capable of forming views to express those views. The College Council will be involved in reviewing the college's anti-bullying policies and procedures and in the college's programme to reinforce self-discipline and positive work and behaviour patterns. All students are involved in the discussion process through activities of the Personal, Social Health and Economic Education Programme (PSHE education) appropriate to their age.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the College's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the college community in aiming to allow everyone to work together in an effective and considerate way. The college expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the college community. The college rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

### **The Right to Learn in a Calm and Undisrupted Atmosphere**

Students should move around the college calmly and quietly. To benefit fully from lessons, students should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a student's best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to the student in order for it to be done again. Lessons take the form of seminar-style discussions and students are expected to contribute in an appropriately mature and collegial fashion. Mobile phones are not permitted to be switched on during lesson time unless students have been given express permission by the teacher.

### **Disciplinary Action against Students who are found to have made Malicious Accusations against Staff**

Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the college will refer the matter to Children's Social Care to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal may temporarily or permanently exclude the student.

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### **Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from the 5<sup>th</sup> January 2015.
- Equality Act (2010), Education Act (2011)
- *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff*, (DfE Guidance: February 2014)  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- *Getting the simple things right: Charlie Taylor's behaviour checklists* (DfE: 2011)  
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

*Collingham College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

**Applies to:**

- The whole college along with all activities provided by the college, including those outside of the normal college hours;
- All staff (teaching and non-teaching), the directors and volunteers working in the college.

**Related Documents:**

- Anti-bullying Policy and Procedures
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Physical Intervention – Use of Reasonable Force
- Special Educational Needs and Disabilities (SEND) Policy
- Personal, Social, Health and Economic Education (PSHE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Supervision of Students Policy
- Incident Log

**Availability**

- This Policy is made available to parents, staff and students in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Directors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
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Signed: Dr Sally Powell, Principal

Robert Marsden, for the Board of Directors

Date: December 2015