

Linton Village College

BEHAVIOUR FOR LEARNING

POLICY

The document addresses the major behaviour management issues but does not profess to be exhaustive. However, it serves as a reflection of the commitment and genuine professional concerns of all the colleagues involved and should be used to ensure both staff and students can teach and learn in a safe, positive and secure environment. **Through consistent implementation** of this policy, we will be recognising and supporting the needs of all the individuals who work and study at Linton Village College. This policy will be reviewed and practice considered during the academic year.

CONTENTS

1. **Principles and Ethos**
This outlines the values of the policy and serves to determine a common approach in line with the ethos of the College.
2. **Strategies for Effective lessons**
A review section outlining key strategies to help establish a positive working environment through effective planning and delivery.
3. **Key Policy Issues**
*These eleven policy issues underpin the entire document **and must be acted upon by all staff at all times.***
4. **Hierarchy of Sanctions**
The hierarchy identifies the baseline of (un)acceptable behaviour and the sanctions to be used. These pages will outline the steps to be taken by every staff member on every occasion.
5. **Use of the Planner**
This section outlines the use of the planner as a vital tool of communication.
6. **'Steps to be Taken in Class'**
This section serves as an example of how the hierarchy of sanctions should be used by the class teacher.
7. **'Referral'**
This section outlines the procedure to be used by staff when referring an incident to a Head of Faculty, Senior Manager or Inclusion Manager.
8. **Lunchtime Detention**
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11. **'Placing a Student on Report'**
12. **Serious/Persistent unacceptable behaviour**
13. **Exclusion room** *This section outlines the use and management of the exclusion room.*

Appendices

1. Thinking about my behaviour /record of today
2. Code of conduct (to be displayed in all class rooms, planners and student areas)
3. Incident Report to be used by all staff consistently for incidents beyond those noted in planner.
4. Report (standardised across college)
5. Telephone Conversation Record for use by all staff

1. PRINCIPLES AND ETHOS

Behaviour for learning. We cannot hope to teach nor can our students learn if there is no order in the classroom. For any behaviour policy to be effective it needs to be clear, simple, well known, understood and

consistent. Good behaviour within the classroom and across the college depends on positive relationships between staff and students. Underpinning this is a belief that every individual matters and that all members of the college should feel safe, secure and proud to work within it. The professionalism and consistency of both the classroom teacher and the group tutor are keys to the creation of such an environment. Moreover, the support of colleagues in adopting a clear and united approach is fundamental to the effective management of the College. In ensuring that what is delivered in the classroom is accessible, differentiated and engaging, the classroom teacher can promote a student centred focus from which all individuals can succeed. In ensuring that students' progress, feel a sense of belonging and share an understanding of cultural diversity the group tutor can promote a caring ethos engendering positive self-esteem.

The purpose of a clear and coherent behaviour for learning policy is to allow students at Linton Village College to be the best they can be.

2. STRATEGIES FOR EFFECTIVE LESSONS - A CHECKLIST

These are recommendations, staff should be willing to justify if they do not comply with these.

PREPARATION

- Seating plan
- Boy-girl seating throughout the college
- Mixed-ability pairing where possible
- Effective use of space
- Place difficult students apart
- Make use of SEN information
- Lesson planning - differentiated by task / resources / outcomes see college planning proforma
- TA's involved or informed in planning
- Variety of activities; methods with clear timings and expectations of outcomes
- High expectations
- Make use of data

BEGINNING OF LESSON

- With the exception of practical areas students should enter room and be ready to work
- Make clear expectations of requirements; equipment for lesson - planners, stationery, exercise books
- Planners out ready for use and check students are in the correct uniform
- Take register, think about how you want students to respond
- Share learning objectives. write on the board
- Wait for silence - have a method for achieving this
- Insist on focus - pens down, look up, no fidgeting

DURING THE LESSON

- Walk around the room
- Use of proximity as a means of control
- Variety of activities; methods with clear timings and expectations of outcomes
- Vary voice - tone and volume
- Be conscious of types of questions asked and of the gender to whom the question is asked
- Give positive and constructive feedback
- Be consistent in the use of praise
- Distribution of equipment; safety guidelines
- Wait to have a quiet word
- Give clear warnings - 'you know that if.....'
'what I expect is.....'
'let us be clear that.....'
- Homework set with sufficient time to ensure understanding, eg at the beginning or in the middle of the lesson to provide a chance to check that it has been recorded
- Don't make idle threats
- Sanctions must be followed through
- Stay calm
- Avoid shouting
- If a student has to leave the room record their absence
- Use the Respect Code

END OF THE LESSON

- Recap on key learning objectives
- Have a formal end to the lesson - sit / stand still behind chairs, check uniform, silence, wait to be dismissed

GENERAL

- Monitor / assess work completed, discuss achievement and set targets for improvement
- Anxiety often governs the mood of individual students, e.g. problems at home, with peers, weaknesses in particular subjects leading to fears of (failure etc.)
- Because of the above, it is necessary to try to create a positive ethos in lessons.
- Try to find something positive to say at the beginning of the lesson and at the end to both groups and individuals.
- When outlining the lesson objectives at the start of the period use "we" instead of "you", eg "today we are going to find out why and how the Germans attacked Norway in 1940". This emphasises the collaborative nature of the teaching and learning process.

Non-Verbal Strategies for dealing with very aggressive individuals/volatile situations.

Such situations have the potential to get completely out of control. To minimise the risk of this happening, the following strategies are suggested.

- Don't invade the student's personal space. Getting too close, or in "his/her face" may be perceived as a physical threat and the student may react accordingly.
- Stand side-on to the student, with your hands in the prayer position and at a distance from him or her. This is less threatening.
- Don't shout! This may be taken to be a sign of desperation and may be handing the initiative to the student. It also presents a spectacle to the rest of the class to enjoy.
- Deal with such situations out of the classroom, or if they start inside, take them outside as soon as possible, ie take the audience out of the situation.

Some other suggestions

- Use "thanks" instead of "please" as it provides an expectation that something will happen, e.g. stop talking at the back, thanks".
- Describe particular aspect of student behaviour that you wish discontinued, eg "You're talking when I'm, talking Daniel" instead of "Don't talk when I'm talking" or "You're turning round and talking when you should be working" etc.
- If you are in a conflict situation and the student has backed down, but with bad grace, take your victory and don't escalate the situation by demanding total capitulation. Arrange to see the student at lesson end, by which time he/she will probably have calmed down and will be more amenable.
- Always follow incidents up and follow them through.
- Do not take things personally.
- Never let the sun go down on your anger.
- Remember that the most powerful tool we have to manage behaviour is the curriculum.

Communications

- Information concerning students will be gained from a variety of sources, e.g. Staff meetings, Faculty meetings, Staffroom notice board emails.

Movement around school

- Students should walk on the left and in single file on stairs
- Students should not be in room unsupervised during break/lunchtime
- No students except duty prefects should be in the New block at break/lunchtime unless supervised by a member of staff.
- Staff should supervise corridor space near classrooms during lesson changes

Lateness to lessons and out of classroom

- students arriving late should enter quietly take the nearest empty seat and explain lateness at the time if appropriate, if not explain at the end of the lesson. If previously detained by another member of staff there should be a note in the planner
- if for any reason a student has to leave the classroom their absence should be noted and timed

Duties

- staff should arrive promptly in their designated area

- students should not eat or drink inside the building except in the Hall, outside they should eat on the green
- at lunchtime students should only use the front field, they should not gather by the road or car park
- students should not wear outdoor clothing inside the building
- staff should check uniform, e.g. blazers should be worn, jumpers are optional, make up and jewellery are not allowed

Tutor time

- staff should arrive punctually for morning and afternoon registration
- students should sit on chairs
- coats should not be worn
- tutors should check uniform/makeup/jewellery/equipment
- students should be accompanied promptly to assembly and settled ready for the assembly to start

3. KEY POLICY ISSUES

1. Rewards and sanctions must be systematically and fairly used. Praise should be used more frequently to promote positive behaviour and work ethos. Sanctions should be used in line with the structure in order to support the positive working environment.
2. In order for this to work, we have to ensure that all members of the college are consistent and accountable. All students should receive the same message in and between all lessons at all times of the year. Staff should not be afraid to challenge students at any time during the school day and all students should expect to be challenged when not conforming to the school's Respect code.
3. **The group tutor has a vital role in the teaching of the college behaviour policy.** The planner should be used consistently and regularly as the main channel of communication between staff, students and parents. Planners, uniform and equipment must be rigorously checked on a routine and regular basis. Faculty Leaders and Senior Management should frequently conduct similar spot checks.
4. The Respect code will be displayed and actively used in all rooms and main student areas. All students should be able to meet the demands of this code of conduct, which may therefore necessitate provisions being made for under-privileged students.
5. The policy depends upon an agreed baseline of acceptable behaviour. Behaviour that is deemed unacceptable must be challenged according to the hierarchical structure. Unless dealt with by the classroom teacher, all incidents should be referred to Heads of Faculty. Unless in emergency circumstances, only they will determine whether the matter should be referred to SLT.
6. All staff need to be given the same respect. Non-teaching staff must be able to access and use the same behaviour strategies in discussion with classroom teachers. Cover and supply teachers must also be supported and able to monitor behaviour properly. A consistent and coherent approach to cover needs to be used by all.
7. Detention lists must be kept up to date and registers taken during detentions. Heads of Faculty need to note students referred to them.
8. It is imperative that all incidents are logged, notes in planners for the majority of incidents which will be of the lower key nature and, that for more serious cases detailed notes are made, these must be dated (see appendix for incident log proforma). Witness statements should also be taken on the appropriate form (see appendix).
9. All Faculties will use the same general approach including standardised reports.
10. The exclusion room will only be used for the behaviour identified on the hierarchical structure and all internal exclusions. Referrals must be made through Heads of Faculty and SLT. This system must not be abused. The room will be supervised constantly. Students will miss break and lunch times.
11. Communication with parents must be recorded (see appendix for sheet).

4 HIERARCHY OF SANCTIONS STEPS TO BE TAKEN AT A GLANCE SANCTIONS

These are to be used in order as a stepped process; in extremis numbers 8,9 and 10 could be moved to and called on straight away.

In all cases it is vital to log events in the planner in the first instance and in more detail on report sheets if incidents escalate or persist. This is not an "each lesson is a new start" scheme. We are endeavoring to encourage the students to make the correct choices concerning behaviour. Students need to be told exactly what is expected of them and the consequences of not making the correct choices need to be clearly explained to them. All students need to know what will happen to them if they do not make the correct choices. All staff must follow the system. SIMs is to be used to log behavior.

The Student support team is there to aid you in your work in following the process. A consistent approach is the key.

1 Oral warning given	<p>Examples of behaviour that may warrant a response numbered 1 - 5:</p> <ul style="list-style-type: none"> ● Chewing ● Wearing non-school uniform/make –up/jewelry ● Not having the correct equipment ● Arriving late ● Not working well, not following instructions ● Shouting out, preventing others from working ● Out of seat ● Unnecessary noise ● Throwing things ● Back-chatting ● Rudeness to peers ● Homework not completed ● Minor damage
2 Second oral warning given	
Consequences should be made clear after each stage	
3 Write in planner formal warning	
4 Isolated within the classroom	
5 Remove from room for short period speak to student	
6 Sent to HOF. Record in planner, Note in planner informs tutor who can discuss incident. Staff may use consultation time with students at break/lunchtime to discuss/follow up incidents.	<p>Examples of behaviour that may warrant a response numbered 4 - 7</p> <ul style="list-style-type: none"> ● Persistent failure to comply with the expectations of the classroom ● Students fighting (minor) ● Minor environmental damage ● Equipment damage ● Verbal abuse or rudeness ● Dangerous behaviour
7 Lunchtime detentions HOF/ Faculty admin. assistant enter on to SIMS record. Resolve when completed Student disrupts or fails to attend detention noted referred to HoF consequence: may be required to complete an afterschool detention. HOF may decide to place student on Subject or Faculty Report	<ul style="list-style-type: none"> ● Persistent failure to comply with sanctions imposed by the HoF.
From any point between 7-12 a PSP may be created by Student support team. IBP's may also be used	
8 Friday after school detention in Room 8. 24 hours notice must be given. HOF's and SLT on rota to cover the detention.	<p>Examples of behaviour that may warrant a response numbered 8 - 12.</p> <ul style="list-style-type: none"> ● Students fighting ● Stealing ● Major environmental damage ● Verbal/ physical abuse towards staff (including racial abuse) ● Unprovoked physical abuse towards student ● Racial abuse ● Despite all sanctions, students persist in their blatant disregard
9 Isolation	
10 External exclusion (1-5 days)	

- 11 Managed move of the Code of Conduct
- 12 Permanent Exclusion
 - Students caught in possession of alcohol or illegal substances
 - Disruption of examination

Parents should be kept informed at all stages by notes in planner, telephone conversations, letters, emails or meetings. All interactions should be logged.

All students should have reintegration meeting with member of staff if they have been removed from their lessons for a serious misdemeanor.

- Smoking on school site - letter home and lunchtime detention.
- Banned items, for example mobile phones, MP3 players, should be confiscated and given to Student support office. Follow policy.
- Racist incidents should be referred to Student support office. Logged as part of county scheme and followed up.
- Faculties should use the college Report system.
- Students following intervention from the Student support faculty may be placed on a PSP or IBP if their behaviour does not improve and they are unable to comply with expectations or cannot make the right choices.
- Students caught in possession of alcohol or illegal substances should be referred to SMT
- Students who are persistently late or truant will be placed in the after school detention run on Fridays
- Students involved in bullying (incidents of a persistent nature, sustained verbal or physical abuse) will be dealt with in line with the sanctions above



5. USE OF THE PLANNER

To support the group tutor and empower classroom teachers, the planner must be used as a key form of communication. Planners should not be considered the property of the student but as a shared tool of communication that allows staff, students and parents to work in partnership. A planner used effectively will reduce unnecessary paper work and support students' educational needs.

The Student will:

- Always have his or her planner on the desk at the beginning of each lesson
- Not tear pages from the planner
- Not graffiti or neglect the planner
- Take responsibility for the planner
- Record all homework in the planner (including 'none set')

The Parents/Carers will:

- Sign the planner each week
- Receive a standard letter home if the planner is not signed for a 2-3 week period
- Use the planner to communicate minor concerns

The Group Tutor will:

- Check the planner informally during the week and formally during mentor sessions
- Sign the planner during the mentor session
- Use the planner to communicate minor concerns to staff and parents/carers
- Monitor and record the award of merits and communicate praise to parents/carers
- Monitor and record the remarks, referrals, removals from class and detentions
- Keep HoF informed

All staff will:

- Check the planner is used to record all homework (including 'none set')
- Use the planner to communicate minor concerns to parents/carers and form tutors
- Record warnings isolations removals form class and detentions

- ❑ Record merits and communicate praise to parents/carers

The Heads of Faculty will:

- ❑ Monitor the routine and consistent use of planners
- ❑ Record Faculty detention and ensure information about detainees is shared with other faculties
- ❑ Monitor the routine and consistent use of planners through regular and random sampling

The Senior Management Team will:

- ❑ Monitor the routine and consistent use of planners through regular and random sampling

6. STEPS TO BE TAKEN IN CLASS

Students should be expected to adhere to the Respect Code. Minor incidents should be dealt with by the class teacher.

The hierarchy of sanctions demonstrates the possible steps. It may not be necessary to use all steps in a linear way but **it is important that staff make clear the consequences of student misbehaviour.**

For example, chewing:

If a student is chewing they should be given an oral warning and asked to put the gum in the bin. If they are caught in the same lesson chewing again, they should be given a formal and final warning with the consequences made clear that further chewing will lead to isolation within the room. If they are then caught they are automatically removed from the group and will work with the HOF.

For example, calling out

If a student is calling out, they should be given an oral warning and asked to put their hand up next time. If they call out again they are given a second warning followed by formal and final warning with the consequences made clear if they continue to call out. A repeat of the calling out (depending on the intent of the individual student) could be followed by a period of isolation with a written note in the planner to alert the form tutor of concerns.

For example, wearing trainers

If a student comes into school wearing training shoes and does not have a note from their GP (injury) or parent (broken shoes), an oral warning, with consequences made clear, should be given by the group tutor and a note written in the planner. Students should be sent to the office where they will be given a pair of plimsols to wear.

7. REFERRAL

Students should be referred to the relevant Head of Faculty for the following reasons:

- ❑ A student fails, persistently, to comply with the expectations of the Respect code and the class teacher has followed the suggested hierarchy of sanctions.
Notes in planner should be completed.
- ❑ An incident occurs which requires the student to be removed from the classroom.
A note should be written in the planner, a message sent to warn the named teacher that the student will be sent, then student sent to the HoF. The HoF will then decide on the appropriate action. E.g. isolation from the group, lunchtime detention.
- ❑ A serious incident has occurred that may require a student to be sent to the exclusion or the involvement of SLT.
If appropriate, the student should be sent with a note in the planner, to the HoF. If the class teacher requires the HoF to go to the classroom, they should send a note, via another student. In the exceptional event of the HoF being unavailable, a member of SLT /Student support, will go to the relevant classroom. An Incident Report should be completed.

Students referred to the HoF may, after discussion, be placed on the Behaviour Support Programme.

All racist incidents must be referred to Student Support. These will be logged as part of the county scheme.

8. FACULTY LUNCHTIME DETENTION

Students may spend 'consultation' time with the classroom teacher and then subsequently the HOF

during break or lunchtime, either before after or, initially instead of formal lunchtime detention.

For students who are named on the list by HoF

- ❑ Lunchtime detention will take place in the faculty areas, faculties will staff these detentions, they will run from 1.00- 1.25 one faculty per day. **Monday B&E, Tuesday Humanities, Wednesday Communication, Thursday Sports and Arts, Friday Maths and Science**
- ❑ Students will be placed on the Detention list through the "Sims" system. This will enable all HOF to keep a track of who has been detained. (Faculty admin staff can enter and resolve student detentions).
- ❑ The Admin staff will note any students who are absent and they will be re- entered on the list when they return to school to ensure they complete detentions. (**Staff must make it clear to students that a missed detention due to absence must be completed on their return to college**) .

- ❑ Should a student misbehave the consequences of their actions should be explained, if the behaviour does not improve they will get an after school detention on Friday. Names should be given to Karen Jebb so a letter can be issued and name entered in Detention book.
- ❑ Should a student fail to turn up they will get an additional lunchtime detention.
- ❑ Tutors and parents will know what is happening as there will be notes in planners.

9. AFTER SCHOOL DETENTION

Students may be placed in an after school detention run by SLT/HOF's on Fridays.

The detention will take place on Fridays in room 8 from 3.10pm until 5.10pm. HoF to complete entry into Detention book. This kept by Student support.

- ❑ The office need to be informed and will send a letter home. 24 hours notice must be given to Parents

10. REFERRAL TO SLT

A HoF may wish to refer a student to a member of the SLT or to Student support for the following reasons:

- ❑ A student is persistent in their refusal to comply with the expectations laid down in the Respect Code despite the involvement of the HoF.
- ❑ A serious incident has occurred (stealing, verbal abuse, fighting). Assistance sought from SLT student may be placed in the exclusion if necessary. Students referred to SLT / Student support may be placed on the Behaviour Support Programme. or PSP programmes may be developed if required and the necessary contacts made with those who can provide additional Student Support.

11. PLACING A STUDENT ON REPORT

There may be times when a student would need to be placed on report. A standardised report will be used across the college.

- ❑ Students who persistently misbehave in a specific subject are likely to be placed on report according to the demands of the hierarchy. Tutors should be actively involved with any student on report in their groups monitoring progress etc. Student's HoF should be informed.
- ❑ The class teacher, HoF and student should discuss the reason for the report. This should be written on the report.
- ❑ A letter, call or email will be sent home explaining the reason for the report.
- ❑ The class teacher, HoF and student should discuss and agree two SMART (specific, measurable, achievable, relevant and time-related) targets, which will be the focus of the report. These must be written on the report. The duration of the report is determined by the staff involved
- ❑ In each lesson, a number is given to identify how successfully the target has been met. A space is provided for further comment if necessary. The student is responsible for the report and takes it to show the tutor and their parents each day. Should the report be lost or forgotten, a lunchtime detention will automatically be deployed.
- ❑ Reports will be colour coded to indicate severity of situation. Blue, behaviour/effort tracking, student self referral, persistent low level disruption. Yellow, repeated incidents of poor behaviour following a blue report more serious behaviour issues. Red, student in danger of being placed on a PSP, has worked on both previous levels and no improvement has been shown, persistent disruptive or dangerous poor behaviour.

A copy of the report will be kept. A copy should be sent home for parent's reference through the post if necessary.

12 SERIOUS / PERSISTENT

For serious or persistent offenders/ recidivists an interview panel will be drawn up to meet with the student and where necessary the parents to review the behaviour and develop a behaviour plan. This panel will be made up of at least 3 members of staff drawn from the following group one of whom must be the member of staff for whom the student is not following the behaviour code, the HOF, the student's tutor, a member of the SLT. This panel will decide if a report should be used to monitor the student, or what other strategies need to be deployed.

13. EXCLUSION ROOM

This room is available for up to 3 students at any one time should a larger number of students need to be placed in exclusion at any one time a system of staggered internal exclusion will be used. Internal exclusion will be used when either all other strategies have failed or an extreme behaviour has been exhibited requiring immediate action. This room must be used in line with the hierarchy of sanctions. This room will be staffed at all times, by members of the college staff who hold responsibility points. It is a place where staff can get on with work. There will be internet access and a telephone. Faculties are asked to provide work for the detainees that can be easily photocopied to ensure there is always a supply of work at 3 levels for each subject, once established the supply will be maintained by the Student support faculty, the work is to be done in silence. Students should not be allowed to communicate with each other.

Major reasons for this internal isolation are:

- violent conduct/student out of control/student unsafe
- bullying and other threatening behaviour
- extreme insolence, disruption and refusal to do as asked

The decision to refer students to this room can only be made by a member of SLT

The person referring the student to this room must complete an incident report Students placed in the exclusion room can expect parents to be automatically contacted.

The role of the supervising member of staff will be to:

- contain the student
- give the students an incident report sheet to complete, in order to reflect on their actions and give their perceptions of the reason for their referral
- supervise the work of the students using texts, photocopied resources etc. provided by departments. These resources are kept permanently in the room along with equipment and stationery
- accompany students before main school break to use the cloakroom. SLT will cover the room at lunchtime.
- At the end of the day students should complete a review sheet.
- There must be a formal return to the classroom interview in order to bring closure to the punishment and to set ground rules for return.

The room:

Is in a prominent but isolated position, is in action throughout the day including break and lunchtime.

Notes:

- It is envisaged that:
- very few students will be referred to the exclusion room and only in line with the hierarchy of sanctions
- supervision is seen as part of the responsibilities of staff holding responsibility point within the TLR structures
- staff supervising will be able to get on with other work
- students should not enjoy the isolation and tedium of this room
- students will be clear what is going to happen as a consequence of their extremely poor behaviour
- students will be out of circulation and therefore not be in the public eye disrupting the effective functioning of the college
- following a period in the exclusion room there must be an interview to plan reintegration, allow closure of the incident and moving on

Reviewed

July 2007

July 2009

Appendices

Witness statement form. Thinking about my behaviour. Thinking about today.
Respect code short and long. Report form
Incident report
Record of conversation

WITNESS STATEMENT	
Incident :	Date: Copies to:
Witness Name and Tutor group	
Details of the incident.	
Signed	

Name Tutor group Faculty

Think back to what happened.
What did I do?



What rule was broken?

What is my side of the story?



What can I do to fix things up?

RESPECT CODE

Respect Do not talk when others are talking. Respect the right of every individual within school to learn and to have positive experiences. Respect property. Be courteous.

Equipment Be properly prepared for all lessons and activities within school.

Safety Do not do anything to harm yourself or others around you. Walk on the left on the corridors and in single file on the stairs.

Punctuality Be punctual for all lessons and activities.

Expectations Set yourself high expectations in behaviour and work by putting in 100% effort, meeting all deadlines and completing homework.

Co-operation work with your teachers and peers in a collaborative and cooperative manner

Tidiness Keep yourself and your environment clean and tidy at all times. No chewing gum allowed in school: it is unhygienic and no eating inside the building other than in the Dining Hall : it creates mess. Please eat on the green outside the canteen. Do not drink anything except water in lessons. Wear school uniform properly. Trainers, make-up, hairstyles that are deemed to be extreme and jewellery are not allowed.

INCIDENT REPORT

From:	To: Head of Faculty <input type="checkbox"/>												
Date and time of incident:	For information only <input type="checkbox"/>	(Please tick one) For action <input type="checkbox"/>											
Name(s) and tutor group(s) of student(s) involved:													
Details of the incident: N.B. This form should be used in an electronic way. Email		<table border="1"> <tr><td>WHERE APPLICABLE</td></tr> <tr><td>Oral warning given</td></tr> <tr><td>Formal warning given</td></tr> <tr><td>Consequences made clear</td></tr> <tr><td>Final warning given</td></tr> <tr><td>Isolated within room</td></tr> <tr><td>Isolated outside room to cool off</td></tr> <tr><td>Note in planner</td></tr> <tr><td>Discussion with tutor</td></tr> </table>	WHERE APPLICABLE	Oral warning given	Formal warning given	Consequences made clear	Final warning given	Isolated within room	Isolated outside room to cool off	Note in planner	Discussion with tutor		
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		<table border="1"> <tr><td>Break consultation</td></tr> <tr><td>Letter home</td></tr> <tr><td>Lunch 'consultation'</td></tr> <tr><td>Incident report for information</td></tr> <tr><td>Incident report for action</td></tr> <tr><td>Referral to HoF</td></tr> <tr><td>Lunchtime detention</td></tr> <tr><td>HoF report</td></tr> <tr><td>SMT detention</td></tr> <tr><td>Referral to SMT</td></tr> <tr><td>Internal Exclusion</td></tr> </table>	Break consultation	Letter home	Lunch 'consultation'	Incident report for information	Incident report for action	Referral to HoF	Lunchtime detention	HoF report	SMT detention	Referral to SMT	Internal Exclusion
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RECORD OF TELEPHONE CONVERSATION

From:	With:	Date:
To: Head of Faculty		

Reason for call:

Record of conversation:

N.B. This form should be used in an electronic form e.g. email.

Further action to be taken:

Letter to be sent home
 Further telephone conversation needed
 Refer to Head of Faculty
 Refer to SMT

Other:

Linton Village College's Code of Conduct

RESPECT (FULL)

- **In speech and conduct.** Remember your manners and be polite at all times. Conduct yourself sensibly, whether it be in the classroom, the corridor or the playground. There is no place for bad language. It will never be tolerated.
During registration sit on a chair, answer your name politely, listen to all notices, return reply slips promptly and always bring an absence note on your return.
If you arrive late to a lesson, make sure you enter the room with as little interruption as possible. Always apologise for being late and give a reason. If another teacher has detained you bring a note to that effect.
- **Respect other people.** Treat other people as you would like to be treated by them. Consider other people's opinions even if they differ from your own.
- **Be well behaved.** All students at Linton Village College have the right to be valued and to learn to their maximum potential. Nobody has the right to behave in a way that jeopardises those points.
Listen to the teacher at all times without interrupting. If you want to talk, put your hand up and wait to be asked. Do what you are asked to do, when you are asked to do it with the minimum of fuss. Walk to the bus and board. If your bus is late line up at the end of the Tennis courts, board the bus when directed by the member of staff on duty. When on the buses, the same school rules apply. All incidents of bad behaviour will be reported.
- **Care for other people and their property.** Show respect. Support others whether they are your friends or not. Treat equipment and buildings with care and don't forget that damage or breakage has to be paid for.

EQUIPMENT

- **Have the correct kit/equipment each day.**

SAFETY CONSCIOUSNESS

- **Move around the college sensibly.** Keep left in the corridors. Don't run when inside. Don't push in congested areas. New Block students in M2, M3, M4, E3, E4 and L3 should enter and exit from the far door.
- **Observe all safety procedures,** especially in laboratories and workshops.
- **Use all equipment properly.** Listen carefully when shown how to use and operate equipment.

PUNCTUALITY

- **College.** Make sure you are at school by 8.20. No students are allowed to leave the premises unless a) they are going home for lunch, have previously brought in written permission from home and have gained a lunch pass from the Student support office b) they have an official pre-arranged appointment, confirmed in writing and have signed out at reception.
- **Lessons.** There is no excuse for lateness. Move from one lesson to the next quietly but efficiently.
- **Plan ahead.** Make sure you have everything you need for each day and every lesson.

EXPECTATIONS

- **Be attentive.** Listen carefully. If you are listening and concentrating then others will be able to do so.
- **Exercise patience.** Be calm and thoughtful at all times but especially in congested corridors.
- **Complete homework.** Make sure homework is recorded properly in your planner and that your parents sign the planner each week. Meet all deadlines. Always seek help if you cannot complete a homework task.
- **Produce your best quality work.** You owe it to yourself to do your very best so take pride in your own performance.

COOPERATION

- **Cooperation** allows us to work and act together.
- **Start work quickly.** When you are set a task make sure you understand and then begin as soon as you are told.
- **Be ready to work**
- **Follow all instructions.** Make sure you do exactly what is asked of you.

TIDINESS

- **Chewing gum** causes damage to clothes and property. All students must observe the chewing gum ban.
- **Food** should only be consumed in the Dining hall or outside. No one is allowed to eat in classrooms or corridors. Water is best for drinking.
- **Wear full school inform.** Read the clothing list carefully so you know what you can and can't wear. Trainers are only to be worn for PE. Make up and jewellery should not be worn in school. Students who have pierced ears should wear one stud per ear.
- **Be neat and tidy in appearance.** Blazers should be worn at all times, staff will give permission to remove them in class. Jumpers are optional. Tee shirts should not be visible beneath polo shirts. Hair should be of an appropriate style. Hairstyles which are deemed by the Leadership team to be extreme in terms of length, colour and volume are not acceptable.
- **Care for the college and its environment.** Always pick up litter and deposit it in one of the many bins.

Thinking About Today

Name..... Tutor group.....Faculty.....

Think about how you have spent the day how has it made you feel?

Look at the work you have completed today, what have you learnt? Have you worked hard? Make a careful assessment of what you have done and write a comment that shows you have really thought about your work today.

How will you make sure you are not placed in the exclusion room for the day again?
