



# **Behaviour and Discipline Policy**

Authors: SM & SG  
Group: Standards  
Approved: Updated October 2019



## 1. Introduction

Linton Village College seeks to deliver an excellent standard of education for *all* students. Positive behaviour is an essential ingredient for an effective teaching and learning environment in which everyone, staff and students alike, can thrive and achieve their best, whilst feeling respected, safe and secure.

This policy sets out clearly and simply the principles, methods and monitoring systems which together seek to ensure that students at Linton Village College treat their peers and staff with respect and consideration, develop a sense of responsibility and exercise self-discipline.

Our key principles are:

- we aim to ensure that the College is a safe and secure environment for staff and students;
- we believe that fairness, trust and mutual respect are crucial to creating an encouraging and positive community;
- we believe that positive relationships between staff, parents/carers and students are central to support students both academically and personally;
- we enjoy and value partnership with our parents/carers and expect support from them in behavioural and/or disciplinary matters. We place great importance on this partnership and understand the significant role that parents/carers play in the education of their child;
- we aim to develop a culture of excellence within the College and in doing so provide students with appropriate and transferable skills and values.

Signed by:		John Batchelor, Chair of Governors
Signed by:		Helena Marsh, Principal

## 2. Behaviour and Discipline Expectations

The 'Student Code of Conduct' document (See Appendix 1) sets explicit standards of behaviour for all members of the College community. It places a shared responsibility across all stakeholders. Furthermore, in accordance with the College's Safeguarding and Child Protection Policy, safeguarding is everyone's responsibility.

Students must:

- Treat all members of the College and the wider community with respect;
- Strive to achieve their full potential;
- Be equipped and ready to learn;
- Work positively, supporting others, and to the best of their ability;
- Take responsibility for their own learning in school and at home;
- Attend school regularly and punctually;
- Behave in a considerate and thoughtful way in school and in the wider community, including travel on the bus, if applicable, at all times;
- Log any safeguarding concerns with the safeguarding team;
- Behave online in a caring and responsible way;
- Respect the College environment;
- Maintain high standards of appearance, in accordance with the College's uniform expectations;
- Report any inappropriate behaviour witnessed to a member of staff immediately;
- Adhere to the relevant College 'Code of Conduct on College trips and visits.

Staff will:

- Treat students and parents/carers with respect;
- Ensure high-quality teaching and promote an enjoyable, engaging and stimulating classroom experience;
- Help ensure a calm, purposeful learning environment;
- Reinforce uniform expectations;
- Strive to keep students safe from bullying or harassment in any form;
- Log any safeguarding concerns with the safeguarding team in accordance with the College's Safeguarding and Child Protection Policy;
- Address any student behaving in an inappropriate manner;
- Apply rewards and sanctions in a fair, transparent and consistent manner without discrimination;
- Carry out duties conscientiously.

Parents/carers should:

- Treat all members of the College with respect;
- Support the College in maintaining high standards of behaviour, discipline and learning;
- Attend meetings/events and engage in a positive relationship with the College that supports learning and ethos;
- Ensure that their child is equipped for school, to support learning;
- Ensure that their child attends school regularly and punctually;
- Support and help uphold the College's uniform expectations;
- Report anything of concern that comes to light regarding students' behaviour and safety to a member of staff in an appropriate and timely way;
- Recognise success and achievement;
- Sign the home-school agreement in their child's planner at the beginning of each academic year.

The Principal and Senior Leadership Team will:

- Ensure that the Behaviour and Discipline policy is published on the College website and regularly reviewed;
- Make sure all stakeholders know their responsibilities and, where appropriate, receive training and support in carrying these out;
- Take appropriate action to safeguard staff, students and their parents/carers;
- Produce regular information for staff and governors about the policy and how it is working, and provide training if appropriate;
- Overview the powers and duties for school staff in accordance with the Department for Education's Behaviour and Discipline in Schools, Advice for Headteachers and School Staff, January 2016.

The Governing Body will:

- Ensure that the College's Behaviour and Discipline Policy (and related policies) are robust and not discriminatory and are communicated to all relevant stakeholders;
- Listen to the views of students, parents and staff in keeping the policy under review and when making amendments;
- Hold the Principal and Senior Leadership Team accountable for this policy.

### **3. The Linton Learner Attributes**

Alongside the College's 'Behaviour Expectations' students are also expected to work towards and demonstrate the Linton Learner attributes. Governors, staff, parents/carers and students have established six attributes as the behaviours, habits and skills of successful learners and moreover what we envisage as important attributes for life.

The Linton Learner attributes (see Appendix 2) are:

Ambitious  
Caring  
Curious  
Independent  
Reflective  
Responsible

The Linton Learner attributes underpin what we value, promote and teach at Linton Village College and are incorporated into assemblies, lessons, parent/carer newsletters and communication opportunities around the College and provide context for behaviour, praise and celebration. Staff use the attributes to talk to students and parents/carers about discipline and behaviour for learning as we believe that a common and consistent approach to the language used is also important.

### **4. Rewards and Sanctions**

A coherent system of praise, rewards, celebration and sanctions is used at Linton Village College. This system is based upon "live" behaviour points logged onto Go4Schools by staff. Via Go4Schools, behaviour points are visible to students and their parents/carers therefore encouraging further discussion and support at home. The six Linton Learner attributes provide staff with a starting point for behaviour points but are not an exhaustive list. Rewards are used more frequently than sanctions to promote positive behaviour and general College ethos.

## 4.1 Rewards

Sharing positive achievements with students and parents/carers is a powerful way in which to engage and motivate students in learning. It allows parents/carers to collectively share the successes of their child together with them, whilst also supporting the College. We also believe that these experiences contribute towards building students' confidence and self-esteem, not only as learners, but as people. Students are able to 'cash-in' their positive points to gain rewards such as use of the astro at lunch time or a 'beat the queue' pass.

Students can receive the following rewards at the College:

Reward	Description
Verbal Praise	Given by any member of staff for positive behaviour demonstrated inside or outside of lessons.
Written Praise	Given by any member of staff in the planner or via email. Written in response to a specific piece of work as a "What Went Well" and "Even Better If" comment in exercise books.
Linton Learner Stamp / House point +1 point	Awarded by staff for demonstration of any one, or combination, of the Linton Learner attributes. If applicable, work is stamped with the Linton Learner logo.
Linton Learner Postcard +3 points	Awarded for significant pieces of work, improvement or progress over a given period, regular representation of the College at sports, extra-curricular or arts events. Postcards are awarded in House assemblies.
House Certificate +5 points	These will be awarded on a termly basis in House assemblies. They will be given to students who have made a significant contribution to their House or Tutor group through the term.
Principal's Award / Linton Blue +15 points	Principal's award: Awarded for significant achievements / contributions to learning, exceptional progress or effort, an impressive one-off success or at the discretion of the Principal.  Linton Blue: Prestigious recognition of behaviour for learning and excellence across subjects. Linton Blues are awarded with a badge and certificate in House assemblies.
Presentation Evening	Specific awards are presented to Year 11 students for their achievement and/or progress. Year 11 students and their parents/carers are invited into the College in November (after they have left) for this occasion.

In addition to the above rewards, students also have opportunities to be recognised outside the classroom in the following whole College initiatives:

- 8mates;
- Sports leaders;
- Prefects and senior prefects;
- Tutor Group Representative;
- Participation in extra-curricular activities (such as Duke of Edinburgh Award or Maths Challenge);
- Enrichment challenge.

## 4.2 Sanctions

The College will always strive to modify behaviour through a variety of means, such as praise, reward and celebration, and communication of the Linton Learner and Behaviour Expectations. However, inevitably the College will on occasions be required to apply sanctions to improve behaviour and reinforce with students the importance of their own behaviour and how it impacts on others. Moreover it might be necessary to issue sanctions to students who have been a bystander in an incident and not reported it to a member of staff.

In incidences of poor behaviour, staff will use professional judgement to consistently and fairly employ the College's sanctions listed in order of severity in the table below. The law expects schools to take into account a student's

individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make ‘reasonable adjustments’. The College will also seek to educate students in the consequences and sanctions of poor behaviour, highlighting that they are responsible for their own behaviour.

The College will seek to work in partnership with parents/carers regarding poor behaviour however the Education and Inspections Act 2006, states that the right to regulate students conduct and impose sanctions does not depend on individual parental ‘permission’. On many occasions (please refer to table below), parents/carers will be notified of poor behaviour and the sanction and consequence imposed by the College as we believe that their support is key in teaching positive behaviour and behaviour for learning.

Please see table below for sanctions guidance at the College:

<b>Sanction</b>	<b>Description</b>
Classroom Based Intervention	A classroom intervention could include a verbal warning, change of seating, quiet conversation between a member of staff and a student outside the classroom or removal from a lesson.
Class Teacher Detention -1 point	This may be awarded to students for poor effort in class, lack of home learning or equipment. . The detention will be arranged between the student and member of staff issuing the detention and a note will be written in the student planner as a record of the detention and communication to parents/carers. The duration of the detention is at the member of staff’s discretion depending on the sanction, but it is usually up to 20 minutes during break or lunchtime.  The College recognises that everyone in a class should never be collectively sanctioned, therefore whole class detentions are not permitted.
Faculty Detention -2 points	Faculty detentions are used if a student fails to attend a class teacher detention, or if the initial behaviour in a lesson is considered to be more suited to a longer, more formal sanction. A Faculty detention is 30 minutes, from 13:15 to 13:45. This is recorded on GO4Schools which is visible to parents/carers. Faculty detentions are managed by middle leaders.
Community Improvement -2 points	Community improvement may be issued as a sanction to a student if they have caused deliberate damage to the College site or demonstrated anti-social behaviour during social time. This takes place during lunchtime and is supervised by one of the Heads of House. Parents will be notified of this via the weekly Go4Schools behaviour email.
After-school Detention -4 points	After-school detentions are used if student behaviour is repeatedly poor in class, where previous sanctions have not modified behaviour or where the particular incident of poor behaviour warrants a more significant sanction. An after-school detention is 90 minutes, from 15:10 to 16:40 and supervised by a senior leader. This is recorded on GO4Schools which is visible to parents/carers.  The College’s usual form of notification of an afterschool detention will be an email from the College. Detentions will be reasonable and proportionate to the offence. Where there might be a particular difficulty regarding transport home, the date and timing of the detention may be subject to negotiation between parents and teachers but this does not remove the College’s right to detain. There is no legal right of appeal against detentions.
Principal’s detention -5 House Points	A Principal’s detention will be given to a student who fails to attend After School Detention. This will last for 2 hours, from 3:10-5:10 and is supervised by the Principal.
Isolation (Internal Exclusion) -6 points	Serious incidences of poor behaviour or repeated lower level misconduct despite advice and guidance may result in students being withdrawn from lessons and/or breaks and lunchtimes to work in a supervised isolation room. Failure to attend the

	<p>Principal's detention will also result in isolation. Students are expected to work in silence on work that is supplied by teachers and other staff.</p> <p>Parents/carers will be notified by telephone, although permission does not need to be given by parents/carers, and may be asked to come into the College to discuss their child's behaviour. There is no legal right of representation against internal exclusion. Isolation is recorded on Go4Schools which is visible to parents/carers.</p>
Fixed Term and Permanent Exclusion -7 house points	<p>Only the Principal, or the person in charge of the College in the absence of the Principal, has the power to exclude a student from the College. Serious incidences of poor and/or dangerous behaviour may result in exclusion from the College. A student may be excluded for up to 45 days, 15 days a term, in any one school year. Permanent exclusion may be imposed in response to the most serious forms of misconduct and/or in situations where fixed term exclusions have not brought about the required change in a student's conduct. Parents/carers will be notified of a fixed term exclusion by telephone from a member of the Senior Leadership Team, and also by letter from the Principal. Following any period of fixed term exclusion, it is routine practice to invite parents/carers and their child to attend a re-admission meeting. This meeting usually takes place on the first morning that the student is due to return to the College. The purpose of the meeting, chaired by a senior member of staff, is to discuss the behaviour that has taken place with all parties present. The purpose of the meeting is to ensure that the student understands why he/she has been excluded, that the student is remorseful for their behaviour and that strategies for additional support, if required, can be explored.</p> <p>At all times the College follows Local Authority advice and guidance on exclusions. There is a legal right of representation against fixed term exclusion and there is a right of appeal against permanent exclusion. This is made clear in letters to parents/carers concerning exclusions. Further details are readily available from the College (please see Exclusions Policy) and/or the Local Authority.</p>

If any sanctions are missed due to absence, the College will follow up to ensure that these are completed as soon as possible on a student's return. If any absence is deliberate, the College will escalate the sanction.

In addition to poor behaviour taking place during the school day, or on trips and visits, the College will also sanction students outside of the school premises "to such an extent as is reasonable" and in the following circumstances:

- When students are involved in issues outside College whilst wearing their uniform;
- When students are in some other way identifiable as a student at the College;
- Where the behaviour in question could have repercussions inside the College, for example inappropriate use of social media that poses a threat to another student or member of the public or could adversely affect the reputation of the College;
- Where the misbehaviour in question was on the way to or from the College;
- Where the misbehaviour occurred whilst the student was on work experience and
- Where the misbehaviour in question was on the bus.

## 5. Reports and Support Plans

The College recognises that some students will need additional support to be successful in all aspects of their learning. For this reason, a report or support plan might be implemented for a set period of time. These reports and plans are bespoke to the individual and help students to improve. They involve all stakeholders and rely on a collaborative approach to be effective.

The table below consists of a range of different types of reports and plans depending on need; they are presented in order of concern.

<b>Report</b>	<b>Description</b>
Subject Report	This is a report that is used to highlight key areas within a particular subject that need to be addressed. It is administered in that lesson only and as well as parents/carers, the student's form tutor is also informed. The duration of the report is dependent on how often the student has the subject as well as performance against the set targets.
Form Tutor Report	This report is used at the discretion of the Form Tutor to closely manage and monitor achievement, behaviour and/or progress globally. The duration of the report varies but it is usually an effective way to quickly re-focus a student.
Head of House or Head of Faculty Report	If the Form Tutor Report is unsuccessful, or the student's level of need warrants the intervention from a middle leader, then a Head of House or Head of Faculty may become the "lead professional" for a report. Again, the time period for the report differs depending on how the student responds to it.
Individual Behaviour Plan (IBP)	An IBP is a more intensive approach to supporting students to improve their behaviour. This process is led by the student's Head of House and may involve external services. An IBP monitors students over a longer period of time and will last for a minimum of 7 weeks unless there is a rapid decline in behaviour or performance. If further decline occurs the report will escalate to the PSP process.
Pastoral Support Plan (PSP)	A Pastoral Support Plan is a single process of intensive support for students who are at risk of permanent exclusion from main stream schooling. The aim of the PSP is for the student to remain in mainstream education. It will be led by the student's Head of House and may be overseen by a senior member of staff. It will also include additional support from external services. The maximum duration of a PSP is 16 weeks; if there is no improvement by week 8 of the plan, the Principal will become involved and discussion will commence regarding the whereabouts of the student's future education. This may include permanent exclusion from mainstream education, or a managed move to another education provider, or alternative education pathways, for example Cambridge Regional College.

## **6. Learning Support and The Support Hub**

Staff seek to support students in a multitude of ways to achieve their personal best during the five years they are at the College. Some of the more formal processes have already been presented in this policy however the College also offers students an extensive range of behaviour and learning intervention programmes via Learning Support and The Support Hub. These programmes are available to everyone but prove to be particularly successful for the College's most vulnerable students. Both departments communicate directly with parents/carers and are well-used by staff and students. Specialist staff support, coach, mentor and teach students essential skills to become successful. There are also a number of external resources that these departments can access to further support students and their parents/carers, for example counselling.

## **7. Home/School Communication**

Good channels of communication and therefore positive relationships between home and school reinforces behaviour and learning. The College wishes to work in partnership with parents/carers and in doing so foster a sense of honesty, trust and respect. The College will ensure that communication with parents/carers regarding their child's behaviour is timely and that any issues are discussed in an appropriate manner, for example on the telephone, via email, letter or a face to face meeting. The College also expects parents/carers to communicate with staff in a suitable way so that matters can be professionally resolved by working together. The College uses Go4Schools as a means to log both positive and negative behaviour. Rewards and sanctions are recorded on Go4Schools by staff so that students and their



parents/carers can see positive and negative totals “live”. A weekly behaviour digest will be sent to parents from Go4Schools summarising all behaviour events accrued by their child during the previous week.

## 8. Positive Handling

As outlined in the DfE publication : “Use of reasonable force. Advice for headteachers, staff and governing bodies” July 2013. The use of physical intervention should, wherever possible, be avoided however staff have the legal power to use ‘reasonable force’ in certain situations to control student behaviour. These exceptional circumstances are to prevent students from:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the student themselves), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. (Section 93, Education and Inspections Act 2006)

Some College staff have received specific training in positive handling/restraint and therefore would be able to intervene in an appropriate, dignified and safe way. In any cases where physical intervention is employed, the incident and subsequent actions will be documented and reported. This will include written and signed accounts from all those involved. Parents/carers will be immediately informed.

## 9. Searching and Confiscation

As outlined in the DfE publication: “Searching, screening and confiscation Advice for headteachers, school staff and governing bodies” January 2018, the College has a statutory power to search students, or their possessions, without their consent where there is suspicion that the student has “prohibited items”. The items included under this power are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Smoking / vaping equipment;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item identified in the school rules as banned may be searched for.

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

On the rare occasion that a student may need to be searched, the search will be conducted by a member of staff who is the same sex as the student and with another member of staff present as a witness. A search will always be carried out in a respectful manner.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

The person conducting the search may require the pupil to remove only outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. The member of staff may also search the student's 'Possessions' which means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

The College also has the right to "seize any item, they consider harmful or detrimental to school discipline" as outlined in the DfE publication: "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" January 2018. At Linton Village College mobile phones would fall into this category, if seen or heard during the college day (8:30am-3:05pm) as outlined in the Personal Mobile Devices Policy.

## **10. Safeguarding**

Safeguarding is everyone's responsibility at the College and all members of the school community act in the best interests of the child. Staff and governors are trained how change in a student's behaviour, amongst other things, could be an indicator that something is seriously wrong in their lives. A robust and rigorous referral process is in place for safeguarding concerns at the College and the safeguarding team are swift to respond. Students are also taught about safeguarding through the Linton Learner attributes caring, reflective and responsible in assemblies, tutor time and in PSHE lessons. There is also a procedure in place for students to log any worries they may have about a peer.

## **11. Bullying**

The College believes that every student has the right to feel safe at school therefore takes very seriously any bullying behaviour reported. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the relationships of students in school. Please refer to the College's Anti-Bullying Policy for more information.

## **12. E-Safety**

Online behaviour can have a negative impact on student relationships in school. Technology can be exploited by students in order to bully, embarrass, denigrate, threaten or harass fellow students or members of staff. The misuse of social media inside or outside of the College will not be tolerated and disciplinary procedures will be applied to ensure that students and staff feel safe and secure. Please refer to the College's E-Safety Policy for more detailed information.

## **13. Prevent Duty**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means schools have a responsibility to protect children from extremist and violent views, in the same way we protect them from drugs or gang violence. Importantly, schools can provide a safe place for students to discuss these issues so that they better understand how to protect themselves. College staff are trained in how to recognise indicators of radicalisation and extremism and understand the importance of referral to the College's Prevent Lead.

## **14. Illegal Activity**

The College will always report any illegal activity to the police.

## **15. Malicious Allegations**

If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student.

## **16. Appeals**

The College has the right and duty to enforce expectations and discipline students and expects support from parents/carers. Where parents/carers have concerns about the application of the Behaviour and Discipline Policy, they are encouraged to follow the three stages in the College's complaints procedure. These are:

- Stage 1- informal (class teacher);
- Stage 2- formal (Senior Leadership Team)
- Stage 3- formal (Governors via the Clerk)

## **17. CCTV**

As outlined in the College CCTV and Surveillance Policy, the College will only use surveillance cameras for the safety and security of the College and its staff, pupils and visitors. Surveillance will be used as a deterrent for anti-social or violent behaviour and damage to the College. The College will use CCTV as and when appropriate in order to inform investigations into breaches of the College Code of Conduct. The College will adhere to and uphold data protection principles at all times.

Approved: Standards

Date: October 2019

# Appendix 1: Linton Village College Student Code of Conduct

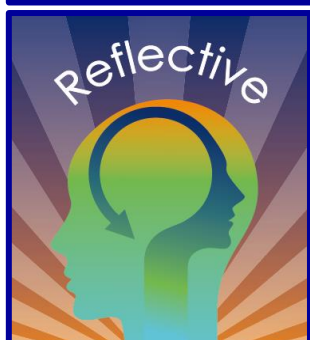
At LVC we are Caring, Responsible and Reflective



- 1) We keep ourselves and others safe.
- 2) We are calm when we speak to each other.
- 3) We are polite and always say 'please' and 'thank you'.
- 4) We use appropriate, respectful language.
- 5) We hold open doors for each other.
- 6) We respect everyone's personal space.
- 7) We show care and respect for the College environment and facilities.
- 8) We are silent during exams and follow all signs and notices around the site.



- 1) We take responsibility for our own behaviour choices.
- 2) We turn up to detentions when expected, remain silent and complete tasks set.
- 3) We report anything that feels wrong or unsafe to a member of staff.
- 4) We wear the correct uniform at all times.
- 5) We behave responsibly when travelling to/from school and when representing LVC.
- 6) We have our phones switched off and in our bags from 8:30-3:05am.
- 7) We sign the 'My Responsibilities as a Bus User Contract' and follow the rules.
- 8) We do not chew gum on site and we dispose of rubbish.



- 1) We calmly think about our behaviour choices when requested.
- 2) We consider the impact that our behaviour has on others.
- 3) We accept any warnings without argument.
- 4) We enter assemblies in silence and remain quiet and focused until dismissed.

## Inside Lessons / Tutor Time

- 1) We arrive on time.
- 2) We line up where directed by the teacher.
- 3) We remain in correct uniform and remove coats/hoodies inside College buildings.
- 4) We sit down where directed.
- 5) We take our bags off immediately.
- 6) We have essential equipment for learning.
- 7) We complete learning tasks straight away.
- 8) We remain focused and try our best with all learning activities.
- 9) We do not talk over each other.
- 10) We put our hand up and do not call-out.
- 11) We follow teacher instructions promptly and without argument.
- 12) We stand behind our chairs in silence and wait to be dismissed.

## Outside Lessons

- 1) We walk calmly on the right hand side of corridors.
- 2) We move around social spaces responsibly.
- 3) We line up sensibly in single file for food, without pushing-in.
- 4) We follow instructions from the Prefects/staff without argument.
- 5) We do not sit on the stage/steps in the Hall.
- 6) We only eat our food in the Dining Hall, Y11 Garden or on the Bowling Green, not on the field.
- 7) We stay in designated supervised areas.
- 8) We help to maintain the site and keep it litter free.
- 9) We play ball games/sit in the correct areas on the field.
- 10) We interact safely, avoiding any rough/unsafe or irresponsible behaviour.
- 11) We report any damage or issues to staff.
- 12) We move to lessons when the warning bell sounds.



# THE LINTON LEARNER