

Student Behaviour Policy



The Spires College is fully committed to every child receiving the very best education and to ensuring that all students reach their full potential. In order to achieve this, it is imperative that students can learn, and teachers can teach, without disruption or distraction. It is therefore the expectation of all members of the College community to behave well, work hard, achieve high standards, show respect for one another and to ensure that The Spires College is a positive and safe place to be.

Consistency is a valuable part of any college process and the aim of this policy is to support leaders in ensuring consistency of expectation and consistency in how rewards and sanctions are used.

The expectations, rewards and sanctions in this policy apply to all students in all year groups.

Contents:	Page
<u>Expectations</u>	<u>3</u>
Behaviour inside college	
Behaviour outside college	
Bullying	
Punctuality	
Equipment	
Uniform	
Mobile telephones, etc.	
Banned items	
<u>Rewards and Sanctions</u>	<u>6</u>
Rewards	
College Attributes and Merits	
Functional behaviour and De-Merits	
Tutor Points	
Recognising successes	
Sanctions	
Disruption to learning	
Exclusion	
Other sanctions	
Homework Support Sessions	
Confiscation	
Wilful damage	
<u>Behaviour of visitors, parents/carers and family members</u>	<u>15</u>
<u>History of changes</u>	<u>16</u>

Expectations

Students are expected to **behave in a sensible and safe** manner at all times. No student's behaviour should impact negatively upon the performance of other students. Students are expected to treat others with respect at all times and to try their best. In lessons, **students will be attentive and engage in their learning**. They will conform to all requests made by the teacher, including being guided where to sit and what to do. They must not prevent anyone else from learning.

Students are expected to behave appropriately around the College building, including outside areas. This includes using **appropriate language** at all times. Any student heard using foul language should expect to be issued with a de-merit. It is imperative that all members of our community give due care and attention to how they **move around the College site**, especially at busy times such as transition between lessons. Students should walk on the left, walk sensibly and look where they are going. Silliness in the corridors is not permitted because someone could get hurt. Standard college sanctions will apply if these expectations are ignored.

The College's expectations for **behaviour outside college** are also high. The College is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- Good behaviour on the way to and from college. Students travel to and from college in the correct uniform.
- Good order on transport to and from college, educational visits or other placements such as work experience or college courses.
- Students' words and actions must not threaten the wellbeing or safety of our students, staff or members of the public.
- Behaviour of students in front of members of the public should only give a positive impression. Students must not act in a way that could damage the reputation of the College.

All of the above applies to behaviour on electronic platforms and social media, as well as in public spaces. The College will apply the full range of sanctions should any of these expectations not be met, up to and including exclusion.

It is important that the College remains a safe, pleasant environment in which to learn. This requires all members of the College community to treat each other with kindness. No form of **bullying** will be tolerated. This includes verbal and physical bullying, as well as the use of electronic devices to bully others. The College will apply sanctions as described below to the perpetrators of bullying. See the College anti-bullying policy for more details.

Punctuality is important: missed time is missed learning. Students must be in tutor rooms **by 8.30 am**. They must move quickly, without unnecessary delay, between lessons 1 and 2, and between lessons 3 and 4. This means that lesson transfer time should not be used for socialising. Students should be in lesson 3 by 11.05 am. Students should be in lesson 5 by 1.50 pm. The consequence of lateness to a lesson is a de-merit. The consequence of lateness to college/registration is the loss of a tutor point.

The correct **equipment** is essential in order to ensure learning is not disrupted. Students must bring an adequately sized school bag, a pencil case, at least one black pen, a pencil, a rubber, a ruler and their planner to college every day. Children in Years 7 and 8 must have a reading book every day. All students are required to bring the correct PE kit (see uniform booklet) on days when they have PE. Other equipment may be required on occasion and parents will be informed of this as necessary. If students arrive at college without the correct equipment, they will be lent the missing items and will be asked to ensure the borrowed items are returned. The consequence for not having the correct equipment during registration will be the loss of a tutor point. The consequence for not having the correct equipment during lessons will be a de-merit.

All students in Years 7-11 at The Spires College are expected to wear the College **uniform** (see uniform booklet). This is to show that they are part of the College community and that they are proud to be at The Spires College. This also prepares them for their future and the world of work, where a uniform or dress code may well apply. If students attend college without the correct uniform, parents will be contacted to bring in the correct clothing. If students are still not in full uniform, they will work separately from their peers until the issue is resolved. If students are not wearing their uniform correctly (e.g. skirts rolled up to make them short, shirts untucked, etc.), they will be asked to amend this and will be given a de-merit. If this is repeated, the student will be placed in the Crofton provision. Students who arrive at registration without the correct uniform will lose a tutor point.

The College uniform policy does not permit **facial piercing, make-up, nail varnish or extreme or unnatural hair colours or styles**. Students are allowed to wear a wrist watch (smartwatches are not permitted), one ring and a maximum of one stud earring per ear. Students wearing any accessories or jewellery which do not follow the College's uniform policy will be issued a de-merit. Students can expect to have these items confiscated if they refuse to remove the item or if they repeatedly ignore these rules. Any confiscated items will be logged and available for collection at the end of the next college day. Items that are not collected will be disposed of at the end of every term. Make-up/nail varnish/acrylic nails (or similar products)/false eyelashes are not permitted in college. Students wearing make-up/nail varnish will be asked to remove this immediately and the College will provide make-up/nail varnish remover for this purpose. Repeated flouting of the uniform policy and/or failure to comply with requests to rectify issues may result in a student being placed in the Crofton provision or their parents/carers being contacted to support the College to achieve compliance.

Mobile phones are banned from the College site (this applies to all electronic devices, such as smartwatches and games consoles, too.) If a student has a mobile phone for the journey to and from college, this phone must remain switched off and in their school bag from the time of arrival onto the College site and must not be used, seen or heard again until they leave site at the end of the College day. The sanction for breaching this rule is confiscation and a de-merit.

Students must not use telephones to photograph, record or film other members of the College community. Breach of this rule will be regarded as very serious and may be dealt with as a safeguarding and/or criminal matter.

The College is not responsible for personal belongings that are brought into college.

Banned Items

Students must not bring any of the items listed below into college. The College will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students, up to and including permanent exclusion. These items will not be returned.

- Cigarettes / Cigarette lighters / E-cigarettes / vaporisers, etc.
- Alcohol
- Illegal drugs, banned substances and associated paraphernalia
- Any form of psychoactive substances ('legal highs')
- Weapons
- Stolen property
- Energy and fizzy drinks
- Laser pens
- Chewing/bubble gum
- Any other dangerous articles

Rewards and Sanctions

The College regularly **celebrates the success** of students in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College. Conversely, the College applies sanctions when the expectations outlined below are not met. Disruptive behaviours that disturb the learning of others are not tolerated in any way.

Rewards

College Attributes and Merits

Students are rewarded for demonstrating the Colleges attributes (Ambition, Diligence, Independence, Resilience, Creativity and Kindness) with **merits**. These are recorded on the Class Charts system and students are given a sticker to put in their planners. Parents and carers are able to monitor these through the School Comms App.

Merits lead to incremental rewards, as well as entry into an annual prize draw. Tickets for the draw will be allocated based on the number of merits accrued throughout an academic year. Tutors and Heads of Year will monitor merits and reward students as follows:

25 Merits	Prize draw ticket	
50 Merits	Prize draw ticket	Bronze lapel badge
75 Merits	Prize draw ticket	Tutor commendation
100 Merits	Prize draw ticket	Silver lapel badge
125 Merits	Prize draw ticket	Head of Year commendation
150 Merits	Prize draw ticket	Gold lapel badge
175 Merits	Prize draw ticket	Vice Principal commendation
200 Merits	5 Prize draw tickets	Platinum lapel badge
250 Merits	10 Prize draw tickets	Principal commendation (voucher) Star Learner lapel badge

What do we reward?

The descriptors below describe the College **Attributes** used for awarding merits. These are the attributes that our community have determined should be encouraged and celebrated:

Ambitious

Ambitious students strive to create their very best work, understanding that this is the only work that fairly represents them. They want to succeed and know that this success will support success throughout their lives; the knowledge, skills and behaviours they learn here develop their character and their talents, opening doors and experiences in college and beyond.

What does this look like? What do we reward?

- ▲ Students engage with all aspects of the process of learning: they listen well to instruction, explanations, questions and others' responses. They think deeply about what they hear and are shown and make every effort to use this to develop their own ideas.

- ▲ Students actively engage in discussion and make contributions that support their own learning as well as contributing positively to the learning environment. They ask questions that clarify ideas and extend them.
- ▲ Students want to achieve as highly as they are individually able; they will not accept a mediocre response as 'good enough' but will always ask, 'Is this my very best?' They do not submit work that contains errors they are capable of correcting themselves.
- ▲ Students want to learn as much as possible in their time with us and make the most of the support available to them.

Diligent

Diligent students know that success cannot be achieved with a less-than-best effort. They expect to find work challenging and to have to try hard in order to complete it. They complete all work on time and know that this is their responsibility. Students know that all aspects of learning in all their subjects should require hard-work: thinking, reading, planning, writing, re-drafting all need full focus and concentration.

What does this look like? What do we reward?

- ▲ Students consistently demonstrate a best effort; their work represents an impressive level of thought and care.
- ▲ Students are meticulous in their re-drafting of work and will strive to improve within lessons and across lessons.
- ▲ Students demonstrate self-motivation and seek opportunities to learn and progress.

Independent

Independent students will understand that ultimately their success depends on them and that their input is directly responsible for their outcomes. They know that their teachers are essential in their learning but that they can't do the work for them or make the knowledge 'stick'. They are empowered by the understanding that they can have the most impact on themselves and, through working with teachers, can be their own best resource.

What does this look like? What do we reward?

- ▲ Homework is completed on time and to the same standard as their best class work.
- ▲ Students take responsibility for their equipment and class work.
- ▲ Students manage their learning effectively and are prompt in approaching tasks and following instructions; they don't need to be reminded by teachers to begin working when that is clearly the expectation.
- ▲ Students make every effort to pursue wider knowledge outside of lessons, to research key topics and ask deeper questions.

Resilient

Resilient students understand the importance of getting things wrong and know that it is better to try and fail than to not try at all; they accept that knowledge is gained in the process and is often deepened by dealing with misconceptions and mistakes. They see

feedback as a tool used to support them and accept that constructive criticism is part of that support.

What does this look like? What do we reward?

- ▲ Students make mistakes and persevere in order to improve.
- ▲ Students show a positive attitude to learning and to any form of feedback, using this to support them in trying again.
- ▲ Students do not let setbacks and mistakes deter them from continuing to work to the best of their ability.
- ▲ Students do not stop at the moment of misunderstanding but continue to think and to rethink until they begin to form a foundation for understanding.

Creative

Creative students demonstrate the ability to think about a task or a problem in a new or different way and use their imagination to generate new ideas. They understand how to solve complex problems or find interesting ways to approach tasks. Creative students understand the value of using existing knowledge to find patterns and make connections to find opportunities. They ask pertinent questions to develop their understanding, make observations and are confident to experiment.

What does this look like? What do we reward?

- ▲ Students enthusiastically ask questions that expand their thinking; they make connections with prior learning and wider reading through their exploratory questions.
- ▲ Students do not simply accept one interpretation or idea but try to think about alternative ways of viewing a problem or concept.
- ▲ Students experiment with language choices, challenging themselves to learn new vocabulary that most effectively conveys their ideas.
- ▲ Students work hard on drafting work so that their ideas are expressed in the best possible way.

Kind

Kind students know that kindness towards themselves and others is the key to successful learning and to a positive learning environment. They understand that all of our other positive attributes are underpinned by this; it is impossible, for example, to be diligent without being kind to yourself through the trials and tribulations of the learning process. They know that they have the potential to positively impact others' experiences through their actions and words.

What does this look like? What do we reward?

- ▲ Students are considerate of other people's ideas and beliefs and discuss them with tolerance and understanding. They demonstrate empathy when exploring other points of view, whether belonging to people in the room or to ideas shared in texts or other resources.
- ▲ Students are aware of the impact of their actions, however small, and will try to support their teachers and peers in contributing to a positive atmosphere.

- ▲ Students use appropriate language and tone in and beyond the classroom and will listen to others without interrupting them. They may reference another students' ideas to acknowledge their work.

Minimum Expectations and De-Merits

Underpinning our attributes, we expect as an absolute minimum that our students are:

- ▲ Ready to Learn
- ▲ Respectful
- ▲ Safe in their behaviours

We regard these as 'minimum expectations' because our community relies on them for the effective functioning of the College. We therefore expect to see these expectations met at all times:

Ready to Learn

- ▲ Arrive at college and to lessons on time.
- ▲ Wear the correct uniform.
- ▲ Have the correct equipment.
- ▲ Actively listen to the person talking.
- ▲ Follow instructions the first time.
- ▲ Start work straight away.

Respectful

- ▲ Greet and respond to others politely.
- ▲ Use appropriate language when addressing others.
- ▲ Look after the College environment and equipment.
- ▲ Support others in their learning.
- ▲ Recognise when others have done something for them.

Safe

- ▲ Move calmly around the College site.
- ▲ Make positive decisions regarding their health and well-being.
- ▲ Seek help from others when needed.
- ▲ Display high levels of hygiene.
- ▲ Model safe behaviours on the journeys between the College and home.

Should a student fail to meet the College's minimum expectations, they will be awarded a **de-merit**. These are recorded on Class Charts. Every de-merit given removes a merit from that student. The prize draw tickets allocated at the end of the academic year will be based on the number of merits a student has once all de-merits have been accounted for.

Tutor Points

Merits are used to reward students as individuals. However, we believe it is important that students learn to consider the impact of their actions on others. Therefore, by making positive choices, students can also accumulate points for their tutor group.

Tutor groups compete to receive rewards based on the number of tutor points they accrue as a group each year. Tutor points are rewarded to individuals for being an active and positive member of the College community. Each student will automatically be awarded 15 tutor points at the beginning of each week on the assumption that they will be on time, have the correct uniform and the correct equipment. Tutor points are removed should students not meet expectations. Tutors and Heads of Year will monitor tutor group points and will reward successful tutor groups with:

- ▲ Non-school uniform days
- ▲ Celebration breakfasts and lunches
- ▲ Reward trips

Recognising Success

In addition to the Merit and Tutor Points system, staff will recognise success in many ways. This includes contacting home, which may be via praise postcards, letters or phone calls. Departments celebrate students' work through displays and by sharing success publicly, for example through 'Star of the Fortnight'. Each academic year ends with a celebration assembly for each year group. Other celebratory events may take place during the year, such as celebration breakfasts and rewards trips.

In order to recognise students' contributions to the wider aspects of the College community, we award students the opportunity to fulfil roles that further contribute to a positive and caring environment.

Lead Learners

Students who have been recognised as fully engaging in their learning and demonstrating high levels of ambition, resilience and creativity will be awarded the role of Lead Learner. Quality of Work scores will be used to select the Lead Learners for each year group, although merits/de-merits and attendance may also be taken into consideration during selection, and this will be reviewed every term.

Kindness Ambassadors

Students who are involved with the College's Anti-Bullying work will be awarded the role of Kindness Ambassadors. Their role is to help educate their peers about bullying, lead on anti-bullying campaigns, promote a culture which celebrates difference and to help keep their peers safe both online and offline.

Reading Ambassadors

Reading Leads are students who want to celebrate all that reading offers. Their role is to act as role models within their year groups, championing the tutor reading programme and wider reading activities around the College.

Year Team Representatives

The development of student voice in our college is important. It provides opportunities for students to become actively involved in decision making and take on leadership roles, working with others and to have a say in how the College develops. It is also an opportunity to represent the College in the community.

Prefects

Prefects are the College's role models. Students with an excellent record of behaviour, attendance, punctuality and uniform are suitable candidates for the role of prefect. Prefects will enjoy working with and talking to younger students, and be able to build good working relationships with staff. Candidates for the Prefect role should want to make a lasting impact at the College and be involved in decision making.

Sports Ambassadors

Sport is all about teamwork, success, achievement, and friendly competition. Through sport and physical activity our Sports Ambassadors are trained to promote healthy and active lifestyles. They work alongside the PE department to organise and deliver high quality physical activity acting as role models within our community.

The Arts Ambassadors

Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. They play a big role in how humans see and interact with others and the world in general. Our Arts Ambassadors are tasked with helping to shape the provision at the College and promote the opportunities available to all our students.

Sanctions

Disruption to Learning

The College applies sanctions for any incident where students are not meeting our minimum expectations or are disrupting the learning of others. We firmly believe that **every student is entitled to disruption free learning every minute of every lesson.**

In lessons, teachers will apply consequences as per steps A-B below.

A	<p>If a student's behaviour does not meet minimum expectations, the classroom teacher will issue a reminder as to what the expected behaviours are.</p> <p>If the student does not amend their behaviours, the student will be issued with a de-merit.</p> <p>Sanction: De-Merit:</p> <ul style="list-style-type: none">• The classroom teacher will make it explicit to the student that they have been issued with a de-merit, ensuring eye contact with the student and addressing them by name for clarity.• The classroom teacher will record details of the incident on Class Charts.
B	<p>If the student does not amend their behaviours, or the behaviour is particularly serious, the student will be removed from the lesson and sent to the Crofton provision. A de-merit will be given (if this has not already been given as above, i.e. because it is a particularly serious incident and so step A has been omitted), and the student will complete their work in the Crofton provision until 4 pm that day.</p> <p>Sanction: Removal from lesson:</p> <ul style="list-style-type: none">• The classroom teacher will contact the Behaviour Support team to collect the student. The student must not leave the classroom until a member of staff arrives to take them to the Crofton provision.• The classroom teacher will record details of the incident that led to the removal from lesson on Class Charts.• A member of the pastoral team will contact the student's parents to inform them that their child has been placed in Crofton and will record this contact on Class Charts. The classroom teacher will then contact parents to discuss the incident which led to the sanction.

The same procedure will be followed by the member of staff dealing with any incident of a student failing to meet minimum expectations during unstructured time.

Exclusion

For more serious or sustained incidents students may be excluded. This means they will be required to work away from their peers, either in our Crofton provision, elsewhere within the College or at home. Some behaviours which may result in exclusion include:

- ▲ Repeated or sustained failure to comply with college expectations
- ▲ Fighting
- ▲ Dangerous or threatening behaviour
- ▲ Verbal abuse (this includes swearing whilst addressing a member of staff)

This is not an exhaustive list. Students serving an exclusion on-site will have a supervised break and lunch-time, and their college day will extend to 4 pm.

Permanent Exclusion

The most serious breaches of our expectations may lead to permanent exclusion. This is carried out in line with the Department for Education statutory guidance on exclusions and may only be authorised by the Principal.

Reasons for this can include:

- ▲ Physical assault against pupil
- ▲ Physical assault against adult
- ▲ Verbal abuse/threatening behaviour against pupil
- ▲ Verbal abuse/threatening behaviour against adult
- ▲ Bullying
- ▲ Sexual misconduct
- ▲ Drug and alcohol related
- ▲ Damage to college or personal property
- ▲ Theft
- ▲ Persistent disruptive behaviour
- ▲ Racist abuse

This is not an exhaustive list.

Other Sanctions

College leaders may determine that the removal of some privileges is the most appropriate sanction for non-compliance with the College's expectations. This may include withdrawing students from college events such as the 'prom' or reward trips. Where students demonstrate unsafe behaviours they may not be permitted to participate in trips and visits.

Detention

Staff may occasionally keep students back at break times, lunchtimes and after college to discuss their behaviour with them and give the student an opportunity to reflect. When this happens staff will contact the parents and record the detention on Class Charts.

Confiscation

The College follows Government advice when confiscating items from students, which is outlined in the document 'Screening, Searching and Confiscation - Advice for Schools,' January 2018. The College will safely dispose of any banned items that are brought into college.

The College will confiscate any electronic items being used on the premises such as mobile phones (see expectations above):

- ▲ On the first occasion the item will be confiscated until the end of the **next** college day and the incident will be logged via a de-merit.
- ▲ On a second occasion the item will be confiscated for one week and the incident will be logged via a de-merit.
- ▲ On a third occasion the item will be confiscated until the end of term and the incident will be logged via a de-merit. (If the time to the end of the term is equal to or less than one week [this being the confiscation time for the previous offence], the confiscation may continue until the end of the following term.)

The SIM card and battery will be confiscated along with any mobile phone.

Any further issues with a phone or electronic device will result in a meeting with the Principal. Should the situation reach this stage, a permanent ban on bringing the item into college is likely.

If a student refuses to surrender the item, a member of the Senior Leadership Team (SLT) will become involved and, if the situation reaches this point, the confiscation will be increased by the member of the SLT to one week, or longer if appropriate. Further sanctions will also be imposed.

Students who have had their mobile phone confiscated and need to contact their parents/carers must speak to their Head of Year or Pastoral Support Manager.

Homework Support Sessions

The College wants to support all students with their home learning. If a student fails to complete or hand in a piece of homework on time they will be given a de-merit. If a student fails to complete or hand in a piece of homework multiple times, either in one subject or across several subjects, they will be required to attend after-college homework support sessions. The purpose of this is to give the student support in completing their homework. Homework support sessions are from 2.50 pm until 4 pm one afternoon a week.

Wilful Damage

Any **wilful damage** caused by students will result in an invoice being raised for the cost of repair of that damage. The bill will be given to all parties involved in causing the damage and the College will expect it to be paid. In addition, if the damage is deemed to be of a criminal nature, the College will consider prosecution of the perpetrator(s). The police may be involved in the investigation of the matter.

Behaviour of visitors, parents/carers and family members

Behaviour expectations extend to all visitors to the College, including parents / carers and the families of students. They also apply to contractors working on the College premises. Everyone has a duty to behave in an acceptable and appropriate manner. Members of the College staff have a right to work, as students have a right to learn, free from fear of physical or non-physical assault and abuse in an environment that is properly safe and secure. Behaviour that is contrary to this is defined as “the intentional application of force against the person of another without lawful justification, resulting in physical injury or personal discomfort” and “the use of inappropriate words or behaviour causing distress and/or constituting harassment”. It is very difficult to provide a comprehensive description of all types of incidents that are covered under this definition, however, examples of the types of behaviour covered are summarised below:

- ▲ physical contact or attack
- ▲ offensive language
- ▲ verbal abuse and swearing
- ▲ unwanted or abusive remarks
- ▲ negative, malicious or stereotypical comments
- ▲ invasion of personal space
- ▲ brandishing of objects or weapons
- ▲ near misses i.e. unsuccessful physical assaults
- ▲ offensive gestures
- ▲ threats or risk of serious injury to a member of staff, a student or visitor
- ▲ bullying, victimisation or intimidation
- ▲ unreasonable behaviour and non-cooperation such as repeated disregard of the availability of staff due to teaching and other commitments
- ▲ deliberate damage to or vandalism of property

This is not an exhaustive list.

Such behaviour can be either in person, by telephone, letter, email, on social media or other form of communication and is not confined to incidents occurring on the College site e.g., it could occur on the street or in any other public or private place. A range of measures can be taken by the College in response to any of the above behaviours, which seek to reduce the risks and demonstrate acceptable standards of behaviour. These responses may include:

- ▲ verbal warnings
- ▲ written warnings
- ▲ barring from the College site
- ▲ reporting incidents to the police with a view to prosecution

History of Changes

Adopted:	February 2015
Rebranded in line with the change to The Spires College:	September 2015
Amended to clarify expected behaviour of visitors, parents/carers and family members and to add legal highs to the list of banned items:	December 2015
Reviewed. Reworded for clarity. Reorganised for indexing:	September 2019
Reviewed. Amended to clarify changes to use of electronic devices on site and sanctions.	August 2020
Reviewed. Amended to clarify changes to rewards and sanctions procedures.	July 2021