



Behaviour Policy

Policy No: SPA3/14

Policy Leader: Assistant Principal Behaviour and Attendance

Updated: September 2023

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**Statutory Policy required by education legislation:
Education and Inspection Act 2006: Section 9**

**Other Statutory Document: Education and Inspection Act 2006:
Section 88**

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all students to show respect and courtesy towards each other and staff;
- parents to encourage their students to show that respect and support the college's authority to discipline its students;
- headteachers/principals to help to create that culture of respect by supporting the authority of their staff to discipline students and ensuring that this happens consistently across the college;
- governing bodies and headteachers/principals to deal with allegations against teachers and other college staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving students' behaviour.

Vision Statement

Students are confident and self-disciplined learners, whose conduct reflects the college's desire to promote high standards of behaviour; all students are 'Ready to Learn'. All staff consistently and confidently challenge and address incidents falling below this expectation. This is allied to the college ethos of ASPIRE.

A chievement	<ul style="list-style-type: none"> • To recognise and celebrate the achievements of each and every person, regardless of their starting points. Maximising the opportunities for all members of the college community to do their best. • To create a learning environment, not found elsewhere, that allows students, staff and others to thrive and make outstanding progress.
S upport	<ul style="list-style-type: none"> • To provide a safe and happy learning environment where all members of the college community encourage the best in others, as well as themselves. • To provide help, support and opportunities that enable all members of the college community to develop resilience and perseverance, allowing them to overcome the barriers and set-backs in everyday life.
P erseverance	<ul style="list-style-type: none"> • To create an environment and culture where we can all learn from our mistakes, but not be afraid to welcome the prospect of challenge and opportunity, in order to grow and progress as people. • To develop confident, self-assured people, who are ready to play an active role in modern society - where all members of the college community are committed to "learning for life".
I ndividuality	<ul style="list-style-type: none"> • To value the skills, talents and ability of each person within the college community. Adopting a creative approach, which allows provision to be matched to individual needs and aspirations. • To create an environment where each person identifies with their own roles and responsibilities within the college community, feels enriched and valued in whatever they do, but understands that by working together effectively, all contribute to the harmony of college life.
R espect	<ul style="list-style-type: none"> • To ensure members of the college community understand mutual respect for self and others is an expectation of all. To create an environment where people, who may have different beliefs and lifestyles are accepted without harm or prejudice. • To develop a culture of kindness where members of the college community look to ensure their actions contribute to making their daily lives, the wider community and beyond a better place.
E xcellence	<ul style="list-style-type: none"> • To ensure each member of the college community wants the best outcome for themselves and others, in whatever they do and provides a learning environment where performance is key and the highest expectations become a reality. • To ensure through a culture of excellence that all members of the college community share in the benefits and rewards this brings.

Aims of the Policy

Good behaviour is expected at The Henry Cort Community College in order to create a positive atmosphere that supports all students and staff in a calm, safe, happy and stimulating environment. The Henry Cort Community College considers all reasonable adjustments when applying the Behaviour Policy.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and respectful.
2. By making the expectations of good behaviour explicit, the college can create a positive atmosphere that supports effective learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by inappropriate behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the college is to support, and positively manage, behaviours to ensure that these students are properly included in their educational experiences, opportunities provided and that the learning of their peers is not impeded.

It is the college's desire to promote, recognise, acknowledge and reward individual achievements by students. The following are examples of these areas considered to be worthy of individual recognition:

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or homework.
4. Outstanding effort or achievement in extracurricular activities.
5. Service to the college or local community.
6. Contribution to the tutor group.

This policy recognises the importance of high standards of behaviour for the social, moral spiritual and cultural development of students. It also acknowledges the college's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and disability (SEND) and vulnerable students.

Principles

At The Henry Cort Community College, we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason. We particularly reject child in child abuse and the use of sexual, derogatory or discriminatory language used to abuse others, because of issues relating to age, gender, ethnicity, disability, sexual orientation or any other reason. We believe that these principles underpin students' behaviour and all that we do as adults.

We endeavour to be proactive in combating potentially discriminatory behaviours through the following measures:

- Regular assemblies which explore the dangers of intolerance and benefits of celebrating diversity
- Tutor activities including an annual diversity week programme
- Personal development learning (PDL) and spiritual, moral, social and cultural development (SMSC) programme aimed to promote understanding and tolerance of all citizens, particularly those that are different from ourselves
- Student lead focus groups – such as lesbian, gay, transgender, queer/questioning (LBGTQ+) groups, Anti-bullying ambassadors, Restorative Justice Mentors and Student Voice and Cyber Ambassadors

- Internet Safety Week – exploring appropriate ways to engage with social media, unseen dangers, keeping safe and being responsible

It is the college's intention to provide every student with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. Students are encouraged to show empathy and understanding of differences and celebrate diversity in all its forms. We strive to ensure students at college and at home are free from all forms and prejudiced based and discriminatory bullying including cyber-bullying.

We aim to create an environment where teachers can teach and every child can learn freely and fully without disturbance – where every student is 'Ready to Learn'. We encourage positive relationships and aim to develop the personal skills and discipline needed to be successful in later life.

We seek positive relationships with all our parents/carers and wish to encourage a shared approach to ensure that students achieve their potential, both academically and as members of the college and wider community.

We meet the needs of our students by offering them every opportunity to learn and develop in order to fulfil their potential, ensuring that all students feel that they 'belong' within the college community. We are increasingly aware of the impact of Adverse Childhood Experiences (ACE's) on developing students and all of our staff have received training in Trauma Informed Practice (TIP). We celebrate our skills, talents and successes within a community underpinned by our ASPIRE ethos.

These principles will be achieved through the following overarching processes:

- Strong college leadership
- A consistent approach to behaviour expectations through the 'Ready to Learn' system
- Professional classroom management
- Modelling of good behaviour
- Staff development and support
- Appropriate rewards and consequences
- Student support systems and structures
- Liaison with parents and other agencies
- Managing students' transitions
- A Restorative Justice approach to conflict resolution
- Increased awareness of ACE's, Attachment Theory, emotionally based school avoidance (EBSA) and TIP

Methods of Prevention (to address inappropriate behaviours)

- Assemblies
- Restorative conversations
- Student lead support programs
- PDL/SMSC
- ACTIONS after incidents including restorative meetings
- Parental meetings
- Report through safeguarding where influences have come from outside school

‘Ready to Learn’

The expectation is that students come to college ‘Ready to Learn’. This means that they have the right equipment with them for their learning (***a clear pencil case with 2x pencils, black and purple pens, green and pink highlighters, protractor, compass, 30cm ruler, eraser, pencil sharpener and Casio scientific calculator***), are in correct uniform and follow a series of behaviour expectations at all times. By doing so, lessons remain disruption free, teachers are enabled to teach outstanding lessons and all students are able to learn in a positive, productive environment. The non-negotiable behaviour expectations are as follows:

Expectations

The Henry Cort Community College

BEHAVIOUR EXPECTATIONS

- Arrive to college and lessons on time and properly dressed** (*be punctual to tutor time and all lessons*)
- Have the right equipment for the lesson** (*have your own full Ready to Learn kit everyday*)
- Follow the seating plan set for your class, all instructions and the one way system** (*understand that these are for your benefit*)
- Use respectful and appropriate language** (*no swearing, no derogatory language, no offensive comments or actions e.g. racist, sexist, homophobic, or discriminatory language and/or gestures*)
- Treat everyone with respect** (*do not cause harm or hurt whether in person or online*)
- Listen attentively** (*do not speak while your teacher or peers are talking*)
- Respect other students' right to learn** (*do not disrupt or distract either in class or online*)
- Take an active part in every lesson** (*do your very best to complete the task set*)

ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

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These are displayed in all classrooms across the college and can also be found in the student planners and staff handbook. If a student fails to adhere to the behaviour expectations in lessons, they are issued with a clear verbal warning, reminding them of the expectations and their name will be put on the board as a visual reminder that the specific behaviour they have demonstrated has not met those expectations. If the student has to be spoken to again during the lesson, they are sent to the ‘Ready to Learn’ room and a same day detention will be issued.

As long as the ‘Ready to Learn’ room expectations have been met, they will remain in the ‘Ready to Learn’ room for the lesson. If this occurs during the first 15 minutes of the lesson, that means staying in there for the remainder of the lesson and returning to class for the next Period ; if it occurs during the latter part of the lesson, the student will stay for the next period. If a student is dismissed late in Period 2 or 4, they will stay for break and then Period 3 or 5 respectively. A dismissal during Period 5 may mean the ‘Ready to Learn’ session is rolled into the next college day, depending on the incident.

If a student fails to meet the expectations of the room, which are explained to them on entry and clearly displayed on each desk within the room, that lesson will be added to their time until that have shown that the 'Ready to Learn' room expectations have been met.

This process ensures that the sanction is equitable, regardless of the time of day they are dismissed from class. Students in the 'Ready to Learn' room will have a separate break and lunchtime where they will still be able to access the toilets, canteen and get some fresh air.

At some point during their detention, the teacher who dismissed them from class will meet with them to have a restorative conversation. This enables both parties to clarify expectations and understanding and ensure that when the student returns to that class, there is a fresh start. The teacher will make contact with home to update parents/carers.

Whilst in the 'Ready to Learn' room, the students complete work set that lesson. This work will be of a high quality and relevant to the year group curriculum being followed in student's lessons. The work will be completed in an exercise book so that it can be returned to the class teacher for marking.

Running alongside this are after-college Study Support sessions that students are expected to attend if they fail to complete homework without a valid reason. Teachers will refer students to Study Support sessions with 24 hours' notice being given, as per our standard detention procedure. This will be a staffed session, enabling students to gain access to resources and academic support as required.

Banned Items

Students are banned from bringing any of the following items onto the college site:

- **No items that distract learning of others** eg fidget spinners
- **Knives or weapons**; or anything items that could be potentially used as a weapon or are a risk to the health and safety of students
- **Illegal drugs and paraphernalia**- all medicines should be stored in the first aid room students should not carry any prescription medication
- **Aerosols**- roll on deodorant is permissible. Spray deodorant can affect others' breathing so is not allowed.
- **Alcohol** The college is a no smoking site, **Tobacco, cigarette papers, filters, lighters, matches, vapes (e-cigarettes), nicotine sprays or any other smoking paraphernalia are not allowed**
- **Fizzy or energy drinks**- water bottles are permitted in lessons
- **Fireworks**
- **Pornographic images**

The college has the power to search a student or their possessions where they believe they have reasonable grounds to suspect that a student may have a prohibited item or any item identified in the college rules on them or any other item that a member of staff reasonably suspects has been, or is likely to be used to:

- commit an offence
- cause personal injury to themselves or another person
- cause damage to property
- cause disruption to learning (for example, headphones/ speakers)

Weapons and knives, as well as any illegal drugs, will always be handed over to the police; stolen items will be returned to their owners where possible; other items may be destroyed.

The college is not required to inform parents before a search takes place and there is no legal requirement to inform parents/carers of the result of any search (see government guidance). However, the college will always seek to keep parents/carers informed.

In accordance with DfE guidance, the college will take account of the specific circumstances of students and will pay close regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

Mobile Phones/Smart Devices

The Henry Cort Community College **does not permit mobile phones and other mobile/smart devices (including headphones) to be used during the college day.**

Research proves they can disrupt learning and progress and lead to increased incidents of bullying. If they are brought into college, they should be switched off and kept out of sight. Items are brought in at the owner's risk and the college cannot take responsibility for loss or damage to these devices. **If a student is seen wearing earphones/earbuds or headphones it will be deemed to be connected to a phone and both will be confiscated.** Any student connecting a phone to speakers will have both items confiscated

The college acknowledges that some parents and students may feel safer with access to a mobile phone, particularly in relation to the journey to and from college. Once in college, all communication between parents/students/college should be done via one of the college landline phones.

If a student is seen with a phone or mobile/smart device out of their bag during the college day, it will be confiscated and will be locked away regardless of whether the phone or mobile/smart device is the property of the person in possession of it. It will be securely locked away for a period of time in accordance with the college mobile phone procedures. All students are aware of this procedure through posters in classrooms and around the college. A class charts notification will inform parents/carers when this has happened.

FIRST OFFENCE

- Phone can be collected from student reception at the end of college day.

SECOND OFFENCE

- Phone can be collected from student reception at the end of the college day and a SLT detention will be set.

THIRD and subsequent offences

- Phone to be collected by a parent and a day will be spent in the Ready to Learn Room.

Social Media

The college prohibits the publishing and distribution of any images or audio / visual recordings which brings its name into disrepute, or causes emotional harm to others. This includes posting any images of students in uniform, any inappropriate or edited images of staff or students on Facebook, WhatsApp, TikTok or any other social media platform, or posting inappropriate or derogatory/discriminatory comments, and/or cyber-bullying. This could include activities which take place within college or offsite, but if the Principal believes that this behaviour is detrimental to the reputation of the college or the well-being of a student/member of staff, those at fault will be sanctioned.

As part of the sanction process students may be required to complete an E-safety course in conjunction with a parent/carer. Parents/Carers have a key role to play in helping students manage social media appropriately and this is referenced in the home-school agreement, which all students and parents/carers must read and sign. Students may also be required to work with a 'Cyber Ambassador' in the college.

Sexual Violence and Sexual Harassment between children.

The college is aware that sexual violence and sexual harassment (SVSH) can occur between two children of any age and sex from primary to secondary age and into colleges. It can also occur through groups of children sexually assaulting or sexually harassing a single child or group of children.

To protect our college community, all staff receive training around sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. All students are educated through assemblies and PSHE sessions on how to report any concerns. The pattern of prevalence will not, however be an obstacle to ALL concerns being treated seriously.

This college has a zero tolerance towards SVSH. As a college, we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', having a laugh or 'boys being boys'.

We follow the Keeping children safe in Education (KCSIE)

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86261/Keeping-children-safe-in-education-2023.pdf)

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action to be clear that these behaviours are not tolerated or accepted. Support will be provided to victims of sexual violence and sexual harassment and we will ensure they are kept safe.

It is clear from the 2021 Ofsted review into SHSV in schools and colleges that the prevalence of abusive and unwanted behaviour is widespread. As such staff in the college will remain vigilant and intervene early to prevent low level behaviours from becoming abusive experiences.

All staff will maintain the attitude that 'it could happen here'

Partnership with Parents/Carers

Parents/Carers are encouraged to work in partnership with the college to ensure that students contribute to the maintenance of a safe and secure learning environment. The standards of behaviour expected of all students are included in the College Student Planners. Parent/Carers will be expected to sign the Home College Agreement when they start at the college. The college will expect that:

1. Parents/Carers use their best endeavours to guarantee that their child's behaviour does not prevent others from learning effectively
2. Parents/Carers Support their child with maintaining a healthy diet and the principle that sufficient food and water are essential for concentration, managing emotions and positive mental health
3. Support their child with maintaining healthy sleep routines essential for positive mental health
4. Parents/Carers are entitled to an explanation of actions taken by the college which will always endeavour to be fair and proportionate, particularly the application of consequences and the treatment of anti-social behaviour

Powers to Discipline

Teachers, teaching assistants and other paid staff with responsibility for students have statutory authority to discipline students whose behaviour is unacceptable, who break the college rules or who fail to follow a reasonable instruction. This statutory authority to discipline applies to student behaviour in college and in certain circumstances, outside college. Including on the way to and from college, on a trip and in any other circumstance that could adversely affect the reputation of the college, have repercussions for the orderly running of the college and/or pose a threat/safeguarding issue to other students in the college.

In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Preventing a student behaving in a way that leads to significant damage to property;
- Preventing a student behaving in a way that disrupts a college event, trip or visit;
- Preventing a student leaving the classroom where allowing the student to leave would risk their safety, the safety of others or lead to behaviour that disrupts the behaviour of others;
- Preventing a student from attacking a member of staff or another student, or to stop a fight;
- Restraining a student at risk of harming themselves through physical outbursts.
- Removing a student who is disturbing the learning of others

Any intervention should be a last resort and be proportionate, reasonable and necessary and be done with the aim to reduce not provoke. Reasonable force should be reasonable in the circumstances, meaning using no more force than is needed.

Staff are only authorised to reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. The presence of a mark or bruise does not necessarily imply that excessive force has been used. Equally, the absence of a mark or bruise does not necessarily imply that excessive force has *not* been used.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object.

In some circumstances, direct physical contact maybe necessary.

Teachers, teaching assistants and other paid staff with responsibility for students, can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, searching bags, retention or disposal of a student's property, removal from lessons and detention. Restorative justice or community service can be issued as a consequence for poor behaviour as can internal and external isolation. The Principal can also decide to suspend a student for a fixed period or to permanently expel them.

The expectation that students behave in such a way that they are "Ready to Learn" also applies during break and lunch times, on the way to and from college, on a trip and in any other circumstance that could adversely affect the reputation of the college, have repercussions for the orderly running of the college and/or pose a threat to another student in the college. In addition, other students will face consequences if they choose to associate with others who are not behaving in a way that is 'Ready to Learn'.

Students who persistently behave in such a way that demonstrates that they are not 'Ready to Learn' will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. In addition, such students will be monitored by their House Progress Leader (HPL) as appropriate to individual cases.

Consequences for Poor Behaviour

Incident Management Panel (Wash up)

Incidents of poor behaviour that have not been recorded as resolved through the 'Ready to Learn' system or are a serious breach of the college rules will be dealt with by the Incident Management Panel.

At the end of each college day, incidents which have been brought to the attention of the panel are reviewed in order to ensure that students receive timely and consistent consequences for their poor behaviour. The Incident Manager Panel will be made up by the Behaviour Manager, a member of the SLT and the HPLs.

The Panel will make recommendations as to the consequence that should be applied for the behaviour. The Panel will log all information and the recommendation and feedback to the relevant member of staff. The Panel will follow up to ensure that the consequence has been put in place and carried out by the student.

It may be necessary to spend a further period of time investigating an incident or collating information in order to make a reasoned decision as to the consequence. If this is the case students may spend a further period of time in the student support facility whilst the investigation is ongoing.

Report Card System

The college uses a positive report card system. Students can be placed on report at different levels.

Procedures for placing students on report and setting targets are set out in the Staff Handbook.

Internal Isolation

This is an alternative facility used for those behaviours which would usually lead to suspension. It is a consequence for students who behave poorly and gives them an opportunity to reflect on their behaviour for learning.

- Internal isolation allows students to access the college curriculum enabling them to remain part of the college community. This will ensure that students are undertaking college work on days they are internally excluded
- Internal isolation reinforces expectations, the college rules and gives guidance to students to ensure that, although excluded from mainstream sessions, they still have specialist support
- Internal isolation runs from 8.30am through to 2.35pm
- Students who miss a day(s) in internal isolation through illness, non-compliance or any other reason will be expected to complete that day(s) prior to returning back into mainstream classes

Whilst in the isolation facility, students are expected to work in silence away from the rest of the college community. Students will have alternative rest breaks and will not be allowed access to their mobile phone whilst in isolation. These must be handed in to the person in charge at the start of the day.

External Isolation

The college may require students to complete their period of isolation off site at another local school with whom the college has agreed similar protocols as those described above for internal isolation.

Twilight school

The college will use this as an alternative to exclusion for short periods of time when it is necessary to keep a student away from the main student body so that proper assessment of need and specific interventions can be undertaken. The length of time this is in place for will be determined on an individual basis but will consist of a morning session running from 0730 – 0900 and an afternoon session running from 1335-1545 each day. Students who fail a managed move but are unable to return to their original school may be placed on twilight schooling until they can be reintegrated back into their home school. This may also be the case for a student who is returning from a failed managed move to allow for proper adjustments to their timetable and further intervention..

Suspension and Permanent Exclusion

Only a small minority of students are ever suspended from college. Suspension applies to extreme behaviours or bringing the college into serious disrepute. Fixed term suspensions may be used for the following offences:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/ threatening behaviour against a student
- Verbal abuse/ threatening behaviour against an adult
- Bullying
- Racial abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent or general disruptive behaviour (including defiance, refusal to follow instructions, sanctions and truancy)
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Willful and repeated transgression of protected measures in place to protect public health

These behaviours can also be considered on the way to and from college, on a trip and in any other circumstance that could adversely affect the reputation of the college.

Expulsion could result if the behaviours described are persistent following all reasonable steps being taken to address the student's behaviour and attitude, OR following a one-off extremely serious offence, which is likely to involve the Police.

Following any suspension, a reintegration meeting will take place, which will involve the student, the parents/carers and key members of staff, including a Designated Safeguarding Lead.

Governors have a statutory obligation to meet and consider all cases of fixed period exclusions that exceed a total of 15 days in any one term and all cases of permanent exclusion.

Support for Students Demonstrating Poor Behaviour

Behaviour at The Henry Cort Community College is generally good. However, there are times when students require additional support to improve their behaviour in college; adjustments are made where appropriate for SEN pupils. The Henry Cort Community College aims to support students presenting challenging behaviour in the following ways:

Managed Moves

A managed move aims to give students the opportunity to have a fresh start in another school and can be used as an alternative to expulsion. It is arranged in consultation with parents/carers and HPL/Inclusion Manager and aims to achieve positive outcomes, which include improving the student's capacity to be 'Ready to Learn'. The placement in another school lasts for between 6 and 12 weeks, during which time a review meeting for both schools, student and parents/carers will be called, in order to finalise a decision as to whether the placement becomes permanent.

Curricular Flexibility

The Principal has the authority to modify any National Curriculum requirement so that a student has the opportunity to concentrate on improving key skills. In the event that a student is persistently disruptive, a number of strategies are available which may be put in place to ensure that the student has every opportunity to succeed.

Any reduction to learning curriculum or school hours will be approved through County and a return will be completed promptly. HPL will then monitor this carefully and review frequently.

These include:

- Individual Education Plan
- Individual Behaviour Management Plan
- targeted learning programmes
- mentoring schemes
- 1:1 support
- ELSA support/counselling
- Behaviour Contracts
- Outreach support and development courses
- Meetings with parents
- Specific interventions e.g. forest school
- Offsite provision

Alternative Provision/Work Related Learning

It is important to consider what makes alternative provision successful before implementation will occur. Work related learning, through individual work related placements, college placements and placements focusing on specific skills will at times be offered as alternatives to or alongside college provision. This provision will be well planned and links with providers will be maintained to ensure the best provision is supplied and that students are supported whilst following an alternative curriculum.

ASPIRE Programme

This provides a further bespoke area of support for students who have both behaviour/learning needs or SEND needs that are preventing them accessing the curriculum to the best of their ability. Aspire staff provide diagnostic testing and need identification, as well as intervention programmes with a specific outcome aimed to support and develop individuals.

Appendix 1

Links to Guidance Documents

In order to maintain the behaviour expectations of the college, it will, from time to time, exercise its rights and responsibilities under the following Government advice documents and other policies which are listed below:

- Behaviour and discipline in schools; advice for Head teacher and school staff (DfE October 2022) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023 [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance-september-2023)
- **Rights to search and screen students and confiscate items**
The college will exercise its rights to search, screen and confiscate items in accordance with the Government document '**Searching, screening and confiscation - Advice for Headteachers, College Staff and Governing Bodies February 2014 (Updated September 2022)**'. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- **The right to use reasonable force**
In exceptional circumstances there will be occasions when the college sees the need to use force to restrain. IT is not normal practice to use restraint but if it is deemed necessary. The college will exercise its rights in accordance with the Government document '**Use of reasonable force Advice for Headteachers, Staff and Governing Bodies July 2013**'. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>. Any instances will be recorded following the guidance in Planning and Recording Physical Interventions in School Hants.gov.uk 2022 <https://documents.hants.gov.uk/childrens-services/WHEPS-PI-Planningandrecordingphysicalinterventioninschools.pdf>
- **Preventing Radicalisation**
The college will protect children from the risk of radicalisation in accordance with the Government document '**Revised Prevent Duty Guidance: for England and Wales April 2021**'. [Prevent Duty Guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)
- **Racism**
Incidents deemed to be of a racist nature will be addressed through the college's [Racist Incident Procedures](#)
- **Bullying**
Incidents deemed to be of a bullying nature will be addressed through the college's [Anti-Bullying Procedures](#)
- **Smoking**
The college is a non-smoking site. Staff and Students are not allowed to smoke on the college grounds. Incidents of smoking on the college site will be addressed through the college's [Smoke Free Environment Procedure](#)
- **Drugs**
The college promotes a drug free environment from both legal and illegal substances. Further details and policy on dealing with drug related incidents can be found in the college's [Drug Education Procedure](#)

- **Sexual misconduct and child on child abuse**

The college takes allegations of sexual misconduct and child on child abuse seriously, including unwanted sexual attention and online behaviours which will be dealt with under the college safeguarding procedures. Further information and support can be found here in [KCSIE Part 5](#) and: <https://www.hants.gov.uk/socialcareandhealth/getiton/relationships/unwantedsexualattention>

- **Safeguarding**

All staff receive annual safeguarding training including annual updates and changes which can be found in the Safeguarding and Child Protection Policies on our [website](#).
[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)



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DEALING WITH RACIST INCIDENTS

Definition

The word racist can be defined as:

- Noun - a person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another
- Adjective - showing or feeling discrimination or prejudice against people of other races, or believing that a particular race is superior to another

The college is bound by law not to discriminate on certain grounds. The Equality Act 2010 consolidated all previous discrimination laws and regulations into one piece of legislation.

"We define a racist incident as any incident perceived to be racist by the target or any other person" - MacPherson Report 2000.

Principles

At Henry Cort Community College we believe that all students and staff have the right to be treated with courtesy and politeness. No students or member of staff should ever feel threatened by another person's behaviour. Any reported incidents will be taken seriously and dealt with.

When dealing with a racist incident the target of racism can expect:

- the matter to be followed up and dealt with by staff
- staff to listen sympathetically and privately
- support and protection to be provided until the problem is resolved
- to be encouraged to report and continue to be supported

Those exhibiting racist behaviour can expect:

- the matter to be followed up and dealt with by staff
- staff to help them to understand why their behaviour is unacceptable and help them change their attitude
- their parents will be informed and may be involved in deciding on any appropriate action

Practice

This part of the policy has been written following reference to Hampshire guidance of examples of best practice. It reflects The Henry Cort Community College's commitment to tackling and reducing any racist incidents.

Procedures

If a racist incident is reported by a student or parent or witnessed by staff, the staff member will immediately contact the member of Senior Leadership Team (Assistant Principal) with responsibility for this area.

The Assistant Principal will:

- report the incident to Hampshire County Council in accordance with Section 149 of the Equalities Act (2010) and use their guidance to conduct their investigation
- work with the HPL to investigate and identify racist behaviour and acknowledge the incident
- support the individual who has been targeted
- explain to the aggressor, participants, bystanders and witnesses that the behaviour is unacceptable and the reasons why
- refer to the Principal to decide on what action to take and use of appropriate sanctions
- ensure the incidents are logged on ClassCharts
- encourage the individual who has been targeted to report any further incidents
- inform the parents of the individual who has been targeted and the aggressor and explain action taken in relation to the college's policy

Further action could involve contacting the Police and exclusion from college in the case of serious incidents. Serious incidents, which lead to a suspension/permanent exclusion, will also be recorded on a racist incident form.

In addition, the college will systematically:

- check for racist graffiti and ensure its prompt removal
- remove all forms of racist literature and materials

Guidance on what constitutes types of racist behaviour

- incitement of others to behave in a racist way
- the wearing of racist badges or insignia
- racist comments in the course of lessons

Violence

- physical assault against a person or group because of their colour, race and/or ethnicity

Verbal abuse

- verbal abuse and threats
- derogatory name calling, insults, racist jokes and language
- ridicule of an individual for cultural or religious difference, e.g. food, music, dress, worship patterns
- comments about country of origin

Graffiti

- racist graffiti, possession/distribution of racist material
- bringing racist materials such as leaflets, comics, magazines or computer software into college
- using the college's computer systems to access and distribute any racist materials

Other

- attempts to recruit other students to racist organisations and groups
- refusal to co-operate with other pupils because of their race



Updated: October 2022

Date of Review: October 2024

Bullying is not acceptable at The Henry Cort Community College and it is everybody's responsibility to prevent it.

Friendship issues are a normal part of growing up, the college will use strategies such as 'Girls on Board' to address these. However, if actions go beyond friendship turbulence the following procedures may be used.

Bullying - a definition

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated OR caused by multiple people in a single incident resulting in an imbalance of power
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- often an act/on ongoing acts of prejudicial or discriminatory behaviour

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- intimidation and social exclusion
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

A victim of bullying is a person or group harmed by behaviour of others and unable to counteract the harmful behaviour.

The College:

1. Accurate records are kept of incidents involving bullying
2. All staff report any concerns about possible bullying through safeguarding, for the appropriate HPL to action
3. For all incidents, statements are taken from the students involved and from witnesses and are kept on students' files and where appropriate, parents are contacted
4. After finding out the facts about any bullying incidents, the college uses its range of sanctions, restorative practices and consults with other agencies where necessary to ensure all involved can reflect, move forward appropriately and grow as individuals
5. Tutor and HPL continue to monitor those involved to ensure restorative practices have been effective
6. The college makes expected standards clear to students
7. Counselling is used to support the victims and to change the behaviour of the bully

8. The whole ethos of the college aims to create an atmosphere of mutual respect and understanding
9. Peer-group pressure is used to discourage bullying and students are helped to develop positive strategies and to become assertive without using threats and violence. (The college's response to each case of bullying will depend on the circumstances of each incident.)

Parents/carers

1. Parents are encouraged to work in partnership with the college to achieve better relationships between students
2. Parents should contact the Tutor in the first instance or HPL if they are concerned about their child being unsettled at college or if they suspect that he or she may be involved in bullying
3. For all serious cases of bullying parents are asked to take part in discussion about what strategies should be used and to support the action being taken by the college

Please refer to Behaviour Policy for sanctions and ICT Policy for reference on cyber-bullying. Both policies are available upon request.

Students

Students are encouraged to follow these guidelines.

If you are being bullied the following responses should help:

1. Tell your Tutor or ask a friend to tell on your behalf
2. Seek support from one of the restorative justice mentors
3. Seek support from the Anti-Bullying Ambassadors
4. Seek support from the wellbeing team
5. Try not to show you are upset
6. Ignore the bully as silence may leave them disappointed
7. Walk quickly and confidently even if you do not feel that way inside
8. Try to be assertive - look and sound confident
9. If you are different in any way, be proud of it – it is good to be an individual
10. If it is a group picking on you, look one of them in the eye and say, "This isn't funny" and then walk away quickly
11. Avoid being alone in situations where bullying may take place
12. If you are in danger, get away and seek help
13. The bully will not stop if they think they can get away with their behaviour

You can help stop bullying:

1. Do not stand by and watch, be an upstander – get help from parent/carer or school staff
2. Show that you and your friends disapprove
3. Give sympathy and support to other students who may be bullied. Think how you would feel in that situation
4. Be careful about teasing people or making personal remarks. If you think they might not find your comments funny, then do not say them.
5. If you know of serious bullying, tell staff. The victim may be too scared or lonely to tell.
6. Whatever you do, do not let it continue – seek help!



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The Henry Cort Community College buildings and surrounding grounds are a Smoke Free Environment

- There should be no smoking by students, staff or visitors in the buildings or on any part of the site at any time
- The use or charging of electronic cigarettes/vapes in the buildings or on any part of the site is not permitted at any time
- Students found in possession of any smoking material, vapes or electronic cigarette paraphernalia will have it confiscated and destroyed
- Students who are found to be smoking/vaping, or who are suspected of smoking by associating with others that are smoking/vaping, will be subject to an appropriate sanction as soon as practicable from the time of the transgression
- Students found to be smoking/vaping, or whom are suspected of smoking//vaping by associating with others who are smoking, will be subject to random bag searches in accordance with the rights set out in the Government document ***Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies February 2014 (Updated July 2022)***
<https://www.gov.uk/government/publications/searching-screening-and-confiscation#full-publication-update-history>
- Staff who choose to smoke/vape, must go offsite and must ensure that they are a sufficient distance from the college so that they are not visible by students or visitors

Sanctions for using smoking and/or e-cigarettes on the college site

- A report of the incident must be completed by member of staff and passed to relevant senior member of staff through the wash up procedures (see Staff Handbook)
- Parents/carers to be notified of the incident; any bag search and any confiscated items
- Students will be sanctioned and a letter sent home advising of further consequences of smoking on the college site
- Repeat offenders will be dealt with under the terms of the Behaviour Policy and sanctions may include isolation, both internal and external and possible exclusion from college
- Repeat offenders will be referred to the Local Enforcement Officer for consideration of applying the penalties set out in the Health Act 2006

Support for students, parents and staff

- Students who are found to be smoking/vaping should will be offered time to reflect on the dangers of smoking/vaping and support to quit, where available, If there is no member of staff trained to provide advice and guidance on stopping smoking and students express a keen interest in quitting they will be referred to the local NHS stop smoking service
- The college will support students using licensed Nicotine Replacement Products as part of a supervised NHS Stop Smoking Programme
- As part of a whole college approach to smoking, the college will from time to time communicate the benefits of quitting smoking/vaping to parents via usual methods of communication and give details of local sources of support to quit

- The college will support local and national initiatives aimed at smoking prevention and cessation and where possible take part in events and activities to encourage parents and carers to quit smoking and create a smoke free environment in the home
- The Assistant Principal in charge of the Behaviour Policy will have responsibility for the smoke free agenda within the college

Education and promotion of healthy choices

- Students will be supported to make healthy choices in relation to smoking through education in SMSC lessons and throughout the general ethos of the college and its curriculum
- Staff will liaise with relevant agencies such as Hampshire County Council and NHS Stop Smoking Services to stay up to date on issues relating to smoking and teaching resources

Updated: October 2022

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Aims

The aims of this drug education procedure are:

1. To set out the college position on promoting the importance of drug education and healthy lifestyle choices for young people
2. To set out the college's response to instances of drug use or misuse both in and off the college site

Definition

For the purpose of this procedure the word 'drug' is used to include:

1. All illegal substances
2. Substances which are legal but which can be misused for example, alcohol, tobacco, vapes and other substances known as 'legal highs'. Other substances such as glues, solvents should only be used for their intended purposes. Prescription and non-prescription pain killers are acceptable for use on the premises provided this is for their proper and intended use and where college procedures and protocols have been followed

Rationale and Objectives

In order to respond fully to local and national concerns the college believes it is essential to inform and educate young people on the consequences of drug use and misuse. The college takes a proactive stance on this matter, believing that health education is a vital part of the personal and social development of every student. Emphasis will be placed on the importance and need for students to become active and responsible citizens who are well informed and able to take responsibility for their own health and safety, and to show care and concern for others.

The college acknowledges the importance of its pastoral role in the welfare of all students and will seek to enable students in need of support to come forward.

In dealing with those using or supplying such substances the college will consider the health, welfare and safety of the individual(s) and the college community as a whole and will take appropriate action to safeguard the wellbeing of all parties.

The college acknowledges that there are numbers of young people in society who use and misuse drugs. However, it is important to recognise that larger numbers of young people are choosing not to use or misuse substances. We aim to ensure all our students are making informed and responsible choices. We will continue to support the differing needs of all students at Henry Cort Community College.

In order to ensure the site is drug free, we have collaborated with Fareham and Gosport headteachers and principals. We have joined forces to raise the profile of drugs education and prevention in our schools and colleges. As part of this strategy, specially trained dogs will visit our schools, colleges and pupil referral units, without notice, to detect any substances that have been brought onto our sites.

This policy takes account guidance from Hampshire Children's Trust Drugs use and misuse policy (2012). [Drugs: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/drugs-advice-for-schools)

Staff with Specific Responsibility

The Henry Cort Community College has two members of staff with specific responsibility for drug related incidents within the college and the overview of the drugs education element of the SMSC drug education programme in accordance with national and Local Authority (LA) guidelines. The staff are; Mr N Carroll and Ms C Gudgeon.

Drug education aims

Through the SMCS programme and Science elements of the curriculum we believe and support the following educational aims in respect of substance use and misuse:

- to provide accurate information about the most commonly available locally potentially harmful substances, including alcohol, cannabis, nicotine and tobacco, dispelling myths and misinformation
- to increase understanding about the implications and possible consequences of use and misuse using age appropriate and ability appropriate methods
- to widen understanding about related health and social issues e.g. peer pressure, relationships, crime, HIV and AIDS
- to seek and identify and minimise the risks that users and potential users face
- to enable young people to identify sources of appropriate personal support
- to set all drugs related work in the context of a skill-based programme, providing critical thinking skills, assertiveness skills, decision making skills and situational skills
- to emphasise the benefits of a healthy lifestyle

The aims are fulfilled through aspects of the students' experiences in the taught and informal curriculum. Formal provision is primarily in SMSC and Science but other opportunities to reinforce learning will occur in other parts of the curriculum.

Students are exposed to information from a variety of angles and given opportunities to look at their own and other's attitudes. Students practice skills in relation to peer pressure and managing incidents where they come into contact with illegal substances. Self-image is enhanced through work on skills, qualities and positive decision making. A wide range of media for drug education is employed including; peer led education; role play; video games; research, projects; discussion. The college also actively involves the Youth Service, Community Police, Health and Drugs Agencies and other support agencies in its commitment to drugs education.

SMSC staff will receive regular training up-dates on drugs education from appropriate sources. The staff with specific responsibility will arrange this after consulting with the County Adviser for the most appropriate and up-to-date information.

Parental Information and Support

The value of parental involvement and support in drugs education is recognised and encouraged. The college aims to keep parents up to date with drugs, drug language, paraphernalia, recognition signs of drug use and ways of managing incidents and suspicions through drugs information evenings supported by the Police, Hampshire County Council and the NHS Drugs Education Liaison Team.

Managing Incidents

Definition

For the purpose of this procedure the word 'drug' is used to include:

- All illegal substances
- Substances which are legal but which can be misused for example, alcohol, tobacco, vapes and other substances known as 'legal highs'. Other substances such as glues, solvents should only be used for their intended purposes. Prescription and non-prescription pain killers are acceptable for use on the premises provided this is for their proper and intended use and where college procedures and protocols have been followed
- If a young person admits to using or supplying substances, or if a member of staff suspects a young person is involved in using or supplying substances either ON or OFF THE PREMISES, the staff member will inform the safeguarding team who, with the Principal, will consider further steps which may involve other agencies and where appropriate parents/carers
- In instances involving substance possession, misuse or supply, suspicion of use or supply, or evidence of paraphernalia associated with the above ON THE PREMISES, the member of staff involved will inform the Duty SLT or Behaviour Team immediately. If possible this action should be taken before the young person is aware that suspicions have been aroused. If this is not possible the member of staff should remain with the student or escort them to the dismissal room together with any evidence discovered. If the member of staff cannot escort the student they must inform the Behaviour Team/Walkabout as a matter of urgency. The Behaviour Team may isolate the student(s) and will inform the Principal or an Assistant Principal if the Principal is unavailable

Searching

If there is reasonable suspicion that a student or students are in possession of drugs, which could include a positive indication by a drugs dog, as defined above the college will exercise its rights to search and screen students as set out in the searching, screening and confiscation policy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf . All searches conducted are recorded on both safeguarding and behaviour systems.

Finding illegal substances

The following information will be recorded:

- date and time of find or retrieval
- size and appearance of substance
- the names of those concerned

The following action will be taken:

- discussion with staff who know the student well
- discussion between Principal (or senior representative), HPL, parent (or appropriate adult) and student
- referral to relevant support agencies including Children's Services
- involvement of Police
- encouraging young person(s) to seek suitable support
- if student is considered at risk, referral to the MASH Team

The following actions will be considered:

- in college' sanctions e.g. 'Ready to Learn', internal/external isolation
- suspension
- permanent exclusion

Temporary possession of and disposal of suspected illegal drugs

The law permits college staff to take possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that substance.

In taking temporary possession and disposing of suspected illegal drugs the college will:

- ensure that a second adult witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- store it in a secure location, such as the college safe or other lockable container
- **without delay** notify the Police, who will collect it and then store or dispose of it in line with agreed protocols
- record full details of the incident, including the police incident record number
- inform parents/carers, unless this would jeopardise the safety of the student

Finding paraphernalia

In the event of discovering any equipment, gear or paraphernalia associated with drug misuse staff are advised to handle all items with caution. The incident must be recorded as above and the items confiscated. Needles and syringes should be placed in a secure and rigid container for collection by the appropriate services.

Off-site trips

Drug related incidents on off-site trips are detailed in the Education Visits and Off Site Activities Policy. It is essential that all participants including parents/carers understand and consent to the clause that if a student breaches the rules and is returned home, the parents/carers will need to meet the cost of these arrangements. The laws on drugs and policing arrangements vary widely in other countries. The college will ensure that all participants including parents/carers are fully aware of these differences before departure. The college will consider in advance how to respond to any drugs incident.

The Principal will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The Principal will consider very carefully the implications of any action she/he may take. The Principal will seek to balance the interests of the student involved, the other college members and the local community.

Incidents involving members of staff will be dealt with in line with KCSIE, County Council guidelines as detailed in the Manual of Personnel Practice.

The Principal takes overall responsibility for implementing the policy, for liaison with the Governing Board and the Local Authority (LA), and ensuring that all staff dealing with substance issues are adequately supported and trained.

Any resulting liaison with the media will be through the member of the SLT with responsibility for this area following LA guidelines.

Re-Integration programme in the event of a drugs related exclusion

In the event of suspension, the student will participate in a re-integration programme planned in a joint meeting between the student, parent(s), HPL's, SLT member. A referral to a drugs counsellor will always be suggested.