

# Horizon Community College Behaviour for Learning Policy



This policy should be read in conjunction with a range of associated college policies.

Amended:  
October 2020  
Ratified:  
November 2020



# **BEHAVIOUR FOR LEARNING POLICY**

## **C O N T E N T S**

<b>Section 1</b>	<b>Governors' Statement of Principles Aims of the Policy</b>	<b>4</b>
<b>Section 2</b>	<b>Non-Negotiable Expectations</b>	<b>5</b>
<b>Section 3</b>	<b>Core Values</b>	<b>5</b>
<b>Section 4</b>	<b>Praise and Rewards</b>	<b>6</b>
<b>Section 5</b>	<b>Roles and Responsibilities</b>	<b>8</b>
<b>Section 6</b>	<b>Choices and Consequences in Lessons</b>	<b>11</b>
<b>Section 7</b>	<b>Searching and Confiscation</b>	<b>18</b>
<b>Section 8</b>	<b>Use of Reasonable Force</b>	<b>20</b>
<b>Figure 1</b>	<b>Core Values</b>	<b>22</b>
<b>Figure 2</b>	<b>Behaviour Flow Chart</b>	<b>23</b>

<b>COVID Appendix</b>	<b>24</b>
-----------------------	-----------

<b>Section 9 Choices and Consequences in Lessons</b>	<b>24</b>
--	-----------

<b>Section 10 Behaviour Management Outside the Classroom</b>	<b>26</b>
--	-----------

<b>Section 11 Remote Learning – Consequences and Rewards</b>	<b>27</b>
--	-----------

<b>Section 12 The Wearing of Face Coverings</b>	<b>27</b>
---	-----------

## **Section 1 Governor Statement of Principles**

### **Aims of the Policy**

#### **Governor Statement of Principles**

- 1) Students have the right to feel safe at all times
- 2) Students are expected to have high standards of behaviour in the college, when representing the college off site and when wearing the college uniform
- 3) The aim of the behaviour policy is to encourage and reward good behaviour and to provide pragmatic, fair and understandable sanctions when there is poor behaviour
- 4) The behaviour policy will comply with legislation and with other college policies, for example the safeguarding policy; the anti-bullying policy; the policy and guidelines on physical restraint; the drugs, alcohol and illicit substances policy; the e-safety policy, and the policy on dealing with allegations of abuse against teachers and other staff
- 5) The behaviour policy will be implemented fairly and consistently across the college by all staff
- 6) Governors expect staff and parents/carers to work in partnership to manage appropriate behaviour in order to uphold the rules of the college
- 7) Governors acknowledge that there is a tension between a policy which expects all students to engage in exemplary behaviour and the ability of a small number of students to manage their behaviour appropriately from time to time for a variety of reasons. The expectation is that such instances will be dealt with on a case by case basis with equity and sensitivity.

#### **Aims of the Policy**

The core purpose of Horizon Community College is to help readdress the imbalance in Barnsley by providing all students every opportunity to fulfil their true potential. We believe this is achieved through quality first teaching, recognising and rewarding achievements, and upholding high standards of discipline, attendance and punctuality.

The College works in partnership with Parents and Carers to promote positive discipline and encourage students to make the right choices. Parental involvement and interest is actively encouraged through the use of Student Planners, text messages, Parent gateway, Parents evenings with subject teachers and the range of events for the community which take place at the College.

We believe raising standards is the collective responsibility of all staff and students at College. Students will be encouraged to uphold high standards and help create a sense of community throughout the school. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper.

## **Section 2    Non-Negotiable Expectations**

### **Around the College**

- Follow instructions from all staff – first time and every time
- Wear full College uniform smartly at all times
- Show respect for other people and College property
- Always place litter in bins
- Follow the one way system
- Eat and drink in the right place and at the right time – whilst eating remain seated, don't shout or raise your voice, dispose of litter and then leave the canteen
- Keep unnecessary, personal equipment away e.g. Mobile phones, earphones, smart watches, gadgets etc.

### **In the Classroom**

- Arrive to lessons on time
- Speak respectfully to staff and other students
- Follow instructions from all staff – first time and every time
- Remain silent when the teacher is talking to you
- Be ready to learn with all required equipment
- Stay on task and complete all tasks to the best of your ability (including home learning)
- Do not disturb another student for any reason
- Keep unnecessary, personal equipment away e.g. Mobile phones, earphones, smart watches, gadgets etc

## **Section 3    Core Values**

Horizon Core values are promoted through lessons, tutor period, assemblies, displays and parents evening. There is a College wide, weekly focus which is shared with all staff and students. An effort grade is collected at each data collection throughout the year and reported home to Parents/Carers. Students are judged on how well they adhere to the College non-

negotiables and how often they demonstrate the core values. Effort grades are analysed by School leadership teams and action is taken where required. There are celebratory opportunities as well as further support options where necessary.

**See Figure 1. Core values**

## **Section 4 Praise and Rewards**

We believe in rewarding effort, recognising achievement and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the College community. A clear framework for rewards and praise allows all students to be recognised, rewarded, celebrated and recorded.

We use an extensive range of rewards: e.g. positive conduct points, verbal praise, achievement points, certificates, postcards, CLT Star cards, 'Proud Thursday', Gold pin badges, celebratory breakfasts and reward trips. Students' achievement points are recorded weekly in their planner. Achievement points are also communicated to Parents/Carers through each of the data collection reports that are posted home.

As a College we offer a range of rewards to:

- Recognise the value of students' achievements, progress, effort and leadership within the College
- Give positive encouragement to students to succeed and to contribute to College life
- Enhance student/staff relationships within the College
- Improve a student's sense of self confidence and worth

What should we praise? - *The things which encourage a 'growth mindset'*

- Hard won achievement or improvement; intellectual leaps that are impressive *for that* student
- Resilience
- Reflection and independence
- Kindness and thoughtfulness to other students
- Service to the College and the community
- Collective endeavour in order to achieve challenging goals

All Teachers are expected to:

- Recognise and reward students through Achievement Points through the effective use of the classroom Praise board. A student's name is recorded on the board for their

achievement and contribution during the lesson. An Achievement Point is awarded and logged on sims which generates an automatic text home.

- Award a 'Star of the lesson' (5 Achievement Points). This can only be awarded to one student per lesson. This is logged on sims which generates an automatic text home to inform Parents/Carers of this achievement.
- Nominate and share students work for 'Proud Thursday' and encourage students to share and be proud of their own learning.
- Award Positive Conduct points (in the student planner). For every 5 positive conduct points, log on Sims.
- Teachers may also use Praise Postcards, Stampers, Stickers and other incentives.

**All Subject Leaders are expected to:**

- Ensure all teachers and support staff create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy with consistency.
- Regularly analyse praise and rewards data across the subject area and identify and address relevant issues and needs through use of the achievement's dashboard.
- Select and present subject awards at the end of year Celebration Evening.

**All School teams are expected to:**

**Following each data collection:**

- Students ranked No. 1 to receive a certificate and to be part of a group photo with the Principal – Celebrated on social media, assemblies.
- Praise Postcard to the most improved 50 students in effort ranking for the data collection.
- Award gold pin badges to the top 10% of students in each year for effort.

**Every half term:**

- Attendance – Prize draw in a praise focused assembly – 5 x £5 vouchers for students with 100% that half term. 5 x £5 for students with 100% attendance so far, all school year.
- Celebrating outstanding behaviour – Certificates and group photo of students with 5 or more stars of the lessons from that half term. Celebrated on social media, assemblies.
- Awarding of any student certificates for achieving thresholds for Achievement Points - **Bronze, Silver, Gold, Platinum.**



## **Praise Thresholds**

**Bronze Award** – 100 **net** Achievement Points – Certificate in form Period, name on website.

**Silver Award** – 200 **net** Achievement Points – Certificate in Assembly, name and picture on website.

**Gold Award** – 300 **net** Achievement Points – Presented by a member of CLT, name and picture on the website, invite to a rewards trip run by school team.

**Platinum Award** – 450 **net** Achievement Points – Award at Celebration Evening at end of school year, parents, and student attend this.

### **At the end of each term:**

**Principals Award** – A certificate is awarded and presented by the Principal to one student in Year 7 to 11. Students are selected based on one of a variety of reasons including being in the top 10% of students gaining the highest number of 'outstanding' effort grades in lessons at a data collection, supporting a school event – showing responsibility, outstanding contribution to the local community or school life, representing the school at a local/national level, enthusiastic participation in enrichment activities.

### **All form tutors are expected to:**

- Provide students with a weekly update on their achievement points. Ensure all students record this in the correct area of the planner
- Present Bronze Certificates in form period
- Engage in positive behaviour management strategies for students through form time activities

### **All students are expected to:**

- Behave courteously at all times showing respect and consideration to other students and staff at all times
- Demonstrate Horizon Core values at every opportunity

## **Section 5    Roles and Responsibilities**

Role	Responsibility
Subject Teachers	<ul style="list-style-type: none"> <li>• Adhere to the Learning structures; ready to meet and greet students, and take the attendance register accurately</li> <li>• Have high expectations of behaviour and establish a framework for discipline, using praise and sanctions consistently and fairly</li> <li>• Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary</li> <li>• Communicate with home following behaviour incidents resulting in a C3 or an escalated sanction</li> <li>• Review seating plans to promote positive behaviour at all times</li> <li>• Supervise C3 detentions as part of the rota</li> </ul>
Form Tutors	<ul style="list-style-type: none"> <li>• Adhere to the Learning structures; ready to meet and greet students, and take the attendance register accurately <b>(give reminders for detentions – red flag on register)</b></li> <li>• Follow up absence or lateness by speaking to Tutees <b>(complete the register through Edit marks)</b></li> <li>• Follow up on achievements and behaviour concerns appropriately by speaking to Tutees <b>(use SIMs to inform)</b></li> <li>• Engage in the planned tutorial programme;</li> <li>• Check the conduct card in the planner weekly</li> <li>• Check equipment daily, issue missing equipment and record as a negative conduct point in the planner</li> <li>• Communicate with Parents/Carers through the student planner</li> <li>• Read out key notices</li> <li>• Monitor students on Green report</li> </ul>
Subject Leaders	<ul style="list-style-type: none"> <li>• Ensure SoL and lessons are appropriately planned and resourced</li> <li>• Conduct learning walks to support subject staff with challenging students / classes</li> <li>• Give advice, and support staff, to deal with behaviour issues</li> <li>• Monitor praise using the achievement dashboard</li> <li>• Monitor behaviour incidents that take place within the department using the Behaviour dashboard and implement behaviour strategies to support students and staff</li> <li>• Communicate behaviour concerns and staff training needs in line management meetings</li> <li>• Supervise C3 detentions as part of the rota</li> </ul>
Duty Staff	<ul style="list-style-type: none"> <li>• To arrive promptly in your assigned duty area</li> </ul>

	<ul style="list-style-type: none"><li>• To actively monitor students and pre-empt any issues/incidents arising</li><li>• To issue positive or negative conduct points where appropriate</li></ul>
--	---

Roles	Responsibilities
<b>Heads of School</b>  <b>Deputy Heads of School</b>  <b>Student Welfare</b>  <b>SEN Team Leader</b>	<ul style="list-style-type: none"> <li>• Investigate behaviour incidents</li> <li>• Implement and develop proactive strategies for individual students to promote positive behaviour within the year group</li> <li>• Conduct positive learning walks to support subject staff with challenging students / classes</li> <li>• Communicate with home following behaviour incidents</li> <li>• Support staff with behaviour incidents through 'on call'</li> <li>• Provide appropriate paperwork to support the HoS and Vice Principal – Raising Standards, in making decisions on exclusion, internal exclusion, Reflection or FAP etc</li> <li>• HoS, DHoS to lead reintegration meetings following fixed term exclusions</li> <li>• Co-ordinate Reflection</li> <li>• Collect, collate and monitor year group data on attendance, punctuality and behaviour</li> <li>• Counsel and mentor vulnerable students</li> <li>• Set targets with students to support their BfL</li> <li>• Monitor bullying incidents – including racist and homophobic incidents</li> <li>• HoS and DHoS to supervise College detentions as part of the rota</li> <li>• HoS to attend College contract meetings</li> <li>• Escort students to Reflection or internal exclusion (when required)</li> <li>• Attend weekly School team meeting and share minutes</li> <li>• Attend weekly Inclusion meeting with representatives from SEND, Alternative provision, Inclusion and Wellbeing</li> <li>• Monitor students on Amber and Red reports</li> </ul>
<b>CLT</b>	<ul style="list-style-type: none"> <li>• Support staff in ensuring positive behaviour is consistent</li> <li>• Conduct learning walks to support staff with challenging students / classes</li> <li>• Support staff with 'on call'</li> <li>• Visit lessons and distribute CLT star cards</li> <li>• Supervise Internal exclusion, Reflection and Timeout as part of a rota</li> <li>• Provide governors with termly updates on behaviour trends (Vice Principal and Associate Vice Principal – Raising Standards)</li> <li>• Collect, collate and monitor whole College data</li> <li>• Ensure staff are provided with continuing professional development to support positive behaviour</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>• Chair of Governors to attend College contract meetings</li> <li>• Monitor rewards and behaviour trends</li> </ul>

## Section 6 Choices and Consequences in Lessons

Behaviour	Consequence/Behaviour strategies
Chewing, Uniform issue, general conduct	<b>Positive rule reminder</b> on entry to the class/lesson or at the start of the lesson
First negative choice Examples include; <ul style="list-style-type: none"> <li>• Poor work rate</li> <li>• Failing to follow instructions</li> <li>• Talking</li> </ul>	<b>C1 – Verbal warning</b> (a private word, get down to eye level). This can happen inside the classroom; if this is not possible, take the student outside the room.  Name written on the Consequence board and tick next to C1 No SIMs log required at this point
Second negative choice  Get the student to think about their behaviour by asking the following;  ‘What should you be doing?’  ‘What were you told to do after getting a C1?’	<b>C2 – Behaviour point issued on SIMs</b>  Spoken to by teacher <u>and</u> teacher has offered a solution to help him/her correct his/her behaviour e.g. moving seats, setting time limits to complete work, adapting activity.  Name on the board. C1 and C2 are ticked.
Due to lack of impact of C1, C2 and C3 student’s behaviour is such that he/she needs to be removed from the lesson  OR  Student displays extreme behaviour which has Health and Safety implications; therefore he/she must be removed from the lesson immediately	<b>C3 – Parking</b>  Name on the board and C1, C2 and C3 are ticked. ‘Parking’ followed by a Restorative conversation  Student is ‘Parked’ to the nearest room for the remaining part of the lesson. Teacher issues a ‘Reflection’ sheet and records the time student leaves on the sheet.  Student to arrive at ‘Parking’ room within 5 minutes. Supervisor in the ‘Parking’ room will sign and record time of arrival on the Reflection sheet, student to complete the Reflection sheet and take it back to his/her teacher 5 minutes before the end of the lesson.  When student arrives at the end of the lesson, the teacher issues a C3 detention and records the incident on SIMS. ‘Action taken’ recorded as ‘Parking – C3 detention’.  A ‘Restorative conversation’ to take place at a convenient time (ideally before the next time the student has the same teacher). The student

	<p>needs to be a willing participant for this to be successful. This may take place:</p> <ul style="list-style-type: none"> <li>- at the end of the lesson (when student returns from Parking)</li> <li>- during the C3 detention</li> <li>- at break or lunchtime</li> <li>- during Tutor period if possible</li> <li>- in a planned meeting with a Facilitator - CLT, Subject Leader, HoS, DHoS, Student welfare or another colleague who is trained in restorative mediation, where the incident has escalated above a C3</li> </ul> <p>*Following a C3 sanction, the member of staff should allow the student to have a second opportunity for a restorative conversation (if he/she hasn't attended/been available for the initial one) by informing the student of an appropriate time to meet – either directly or via a message to Form Tutors.</p>
<p>'On call' if student:</p> <p>Refuses Parking</p> <p>Fails to arrive at the 'Parking' room within 5 minutes</p> <p>Fails to return to see Subject Teacher after Parking</p> <p>Fails to attend C3 Subject detention</p> <p>Poses health and safety risk or may cause disruption in Parking room</p>	<p><b>C5</b></p> <p>If student fails to return at the end of the lesson, incident is recorded as C5 and student is issued a C5 detention on SIMS.</p>
<p>In the case of disruptive behaviour within the 'Parking' room – 'On call' to be used.</p>	<p><b>Reflection</b></p>

## Choices and Consequences during unstructured times

Behaviour	Consequence/Behaviour strategies
Chewing, Uniform issue, general conduct	<b>Positive rule reminder</b> – speak to student and remind him/her of the College rule/expectations Log a negative conduct point in the student's planner (p.11)
Failure to attend C3 Subject detention  Internal truancy  Smoking by association  Going out of bounds	<b>C5</b>
Smoking  Failure to attend C5 detentions  Persistent truancy  Refusal to hand over mobile phone (if it is seen and requested by a member of staff)	<b>Reflection</b>

### Behaviour Consequences and Intervention

'Choices and Consequences' is designed to support learning by tackling low level disruption. The system is not a replacement for good classroom management techniques. Between each consequence, the student should be given an appropriate opportunity to rectify their behaviour. If a student improves at each consequence, this must be recognised and acknowledged.

There are a range of consequences and interventions to help students manage and rectify their behaviours. These are outlined below.

### Detentions

C3 and C5 detentions are 30 and 60 minutes in duration, respectively, and will take place on the next school day. Although Parental/Carer consent and 24 hours' notice to Parents/Carers is not required, they will be notified of a C3 detention by phone call or text message as a matter of courtesy.

If a student misses a detention due to a valid reason, they will be automatically booked into the next available slot. It is the student's responsibility to attend the detention. Failure to attend the detention with no valid reason will result in the sanction being escalated. There are no Break and Lunchtime detentions unless the teacher wants to speak to the student.

### **Restorative Practice (RP)**

Students and staff are encouraged to build and maintain positive relationships. At Horizon College we advocate RP as a way of strengthening relationships and resolving issues. A restorative conversation should take place when a student is 'parked' from a lesson. Staff trained in RP can facilitate a restorative meeting following an incident between a student and a staff member. Pastoral staff work with individual students on a one-to-one basis or as part of a group, to help students resolve any issues which are affecting their behaviour and well-being in College.

### **Report cards**

Student behaviour and conduct is monitored through a daily report card when they have received 9 behaviour points or more in one week. The school team is responsible for monitoring students on daily report and will review this at the end of each week. This will be communicated to parents/carers and teaching staff.

### **Monitored unstructured times**

A student may be directed to spend their break and/or lunchtime supervised by a member of the School team in order to prevent inappropriate conduct in and around school.

### **Reflection**

Horizon Community College has a Reflection room to help manage student behaviour. Students are provided with a laptop and a conduct file and expected to work in silence for the period of time they are booked in for – this is stated on the Reflection booking sheet for each student. All reintegration meetings following fixed term exclusions require the student spending some time in Reflection before re-joining mainstream lessons.

Whilst in Reflection, Students are expected to work in silence and are provided with toilet breaks and a lunchbreak.

Several referrals to Reflection will also trigger an Inclusion support plan to help break the cycle of persistent poor behaviour.

### **Part-time Timetable**

The Principal/ Vice Principal can agree to move a student onto a Part-Time timetable as part of a temporary intervention programme. Any Part-time timetable will be agreed for a 6-week period and discussed and agreed with Parents/Carers. Parents/Carers and the HoS/DHOS will sign the agreed timetable and all Safeguarding issues will be taken into account and sorted in an appropriate way to ensure no student is put in any un-necessary risk by being at school part-time.



## **School Contract**

When a student is displaying persistent issues with behaviour, he/she is monitored on a School Contract by the Head of School. Parents/Carers and the student are invited to a meeting to sign a contract to agree to an improvement in behaviour and a warning that if behaviour doesn't improve more serious consequences will follow. They attend subsequent meetings at the start of each half term to monitor and discuss progress towards targets.

## **College Contract**

When a student is at risk of being sent to Fair Access Panel (FAP) or Permanently Excluded, the student will be monitored on a College Contract by the Vice Principal and the Chair of Governors. Parents/Carers and the student are invited to an initial meeting to sign a contract to agree an improvement in behaviour and a warning that if behaviour doesn't improve more serious consequences will follow. They attend subsequent meetings at the start of each half term to monitor progress towards targets and agree support/intervention where required.

## **Internal Exclusion**

Internal exclusion is used in response to extreme behaviour which undermines the positive climate for learning for all students. The individual needs of the student will be considered carefully before issuing an exclusion. Any student with SEND will be discussed with the SENCO before a decision is made.

The reintegration meeting will be held with the Head of School, Student Welfare, Parent/Carer and student. Other professionals such as staff from Safeguarding, Wellbeing, Alternative provision, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed to allow the student to be successful. The student will not be able to access mainstream lessons without a successful reintegration meeting.

## **Fixed term exclusions**

The Principal or Executive Principal will issue a fixed term exclusion when a student has displayed extreme behaviour and internal exclusion is not an option. The individual needs of the student will be considered carefully before issuing a Fixed term exclusion. Any student with SEND will be discussed with the SENCO before a decision is made.

When issued with a first Fixed term exclusion, an Inclusion support plan for the student will be put in place to help identify and address underlying causes of poor behaviour. This is monitored closely by the School team.

Exclusions are in line with DfE Exclusions statutory guidance. All exclusions include an initial phone call home to inform Parents/Carers of the incident/situation. A letter is delivered to Parents/Carers which states the type and length of the exclusion and arrangements for reintegration. Work is provided for students who have been issued an internal or fixed term exclusion.

The reintegration meeting will be held with the Head of School, Student Welfare, Parent/Carer and student. Other professionals such as staff from Safeguarding, Wellbeing, Alternative provision, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed to allow the student to be successful. The student will not be able to access mainstream lessons without a successful reintegration meeting.

Following the reintegration meeting, the student is required to complete some time in Reflection before joining mainstream lessons. There will be an opportunity for a restorative conversation during this time or at an appropriate time as decided in the reintegration meeting.

### **Specialist Intervention**

Inclusion is at the heart of Horizon Community College and we are committed to ensure we are doing all we can to engage students in a learning experience, which meets the needs, aspirations and interests of all. We recognize and acknowledge that sometimes students need extra support in order to achieve their full potential.

For any student with SEND, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

### **SEND**

See SEND policy for specific information about meeting the needs of students with SEND

### **Bridge**

This allows respite for vulnerable students (SEND and Non-SEND) who are experiencing difficulties in a particular subject area or are on the pathway of reintegration into mainstream lessons.

### **Well Being Centre**

This is a provision for students who face challenges accessing a mainstream curriculum due to social, emotional or mental health concerns. It is an environment centred around well-being and nurture, for students such as those experiencing bereavement, attachment disorders, eating disorders or school refusal. The Well-being centre has established strong links with the local MIND service who provide a bespoke service for our students and their families. All young people in our school community can access Well-being where there is a need – either through self-referral or a referral by their School team.

### **Inclusion**

This is an environment where vulnerable students are supported with their learning, with a view to reintegrate them back into mainstream lessons.

### Alternative provision

This provides a nurturing environment for students who are displaying extreme behaviour in the mainstream environment, putting them at risk of permanent exclusion.

### **FAP**

At Horizon Community College we believe that permanent exclusion should only be used as a last resort. Leaders of the College are active participants of FAP for schools in Barnsley local authority, where students are disengaged in learning and require action to remove them from the current learning environment are discussed.

### **Permanent Exclusion**

A Permanent Exclusion is a decision by the Principal of the school and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time.

**See Figure 2. Behaviour Flow Chart**

## **Section 7    Searching and Confiscation**

**The following are not allowed in College:**

- Chewing gum
- Energy drinks of any sort
- Illegal substances of any kind
- Knives/blades or any objects which could be perceived as weapons
- Laser pens of any sort
- Cigarettes, lighters/matches, e-cigarettes, e-liquids
- Pornography
- Multi-packs of food (including crisps, biscuits)
- Large quantities of any item - as this will be seen as intent to distribute/sell items within College

Any prohibited item brought into College will be confiscated and passed to the Police.

Staff have the statutory power to search students or their possessions, without the consent of students or parents, where there are reasonable grounds for suspecting that the student may have any of the following items;

- Illegal drugs
- Alcohol, Legal highs
- Cigarettes, E-cigarettes, Tobacco
- Stolen items

- Knives or weapons
- Fireworks
- Pornographic images
- Any object/article which may be used to commit an offence or cause harm/damage to any person including the student
- Any item banned by College

When a student gives consent to a search, any member of staff can search a student by simply asking them to turn their pockets out or to empty their bags.

In cases where students do not give their consent to a search, the Principal or any member of staff authorised by the Principal can do the search as long as the member of staff is the same sex as the student being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student. In circumstances where there is a risk that serious harm could be caused to a person, the search can be conducted by a person of the opposite sex and without a witness present.

Prohibited items or evidence can be seized, as outlined below:

- Drugs – must be delivered to the Police
- Cigarettes, E-Cigarettes, Alcohol – must be disposed of by College
- ‘Legal Highs’ - must be disposed of by College
- Stolen items – must be delivered to the Police or returned to the owner (or may be retained or disposed of if returning to the owner is not possible)
- Fireworks - must be retained or disposed of by College
- Pornographic images - must be reported to the Police. Follow advice from the Police regarding disposal of the images.
- Weapons or items which are evidence of an offence – must be passed to the Police as soon as possible.
- Any item banned under College rules – School teams to use professional judgement to decide whether to retain it, dispose of it or return it to its owner.
- Data, files or images on electronic devices used to cause harm, disrupt teaching or break College rules – must be reported to the Police. Follow advice from the Police regarding disposal of the data, files or images.

Parents and Carers should be informed where alcohol, illegal drugs or potentially harmful substances are found although this is not a legal requirement.

## Section 8 Use of Reasonable Force

All members of College staff have a legal power to use reasonable force. This can be used to control or restrain students to prevent them from hurting themselves or others, from damaging property, or causing disorder.

The decision to physically intervene depends on individual circumstances and the professional judgement of the staff member.

Additional Sources of Information:

1. DfE Behaviour and Discipline in Schools- Advice for Headteachers and School staff January 2016  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
2. Searching, Screening and Confiscation – Advice for Headteachers, staff and Governing bodies, February 2014 <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. Use of reasonable force – Advice for Headteachers, staff and Governing bodies, June 2013 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on a school organised visit.

Reasonable force can be used to prevent the student from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control the student or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts

Figure 1



# CORE VALUES

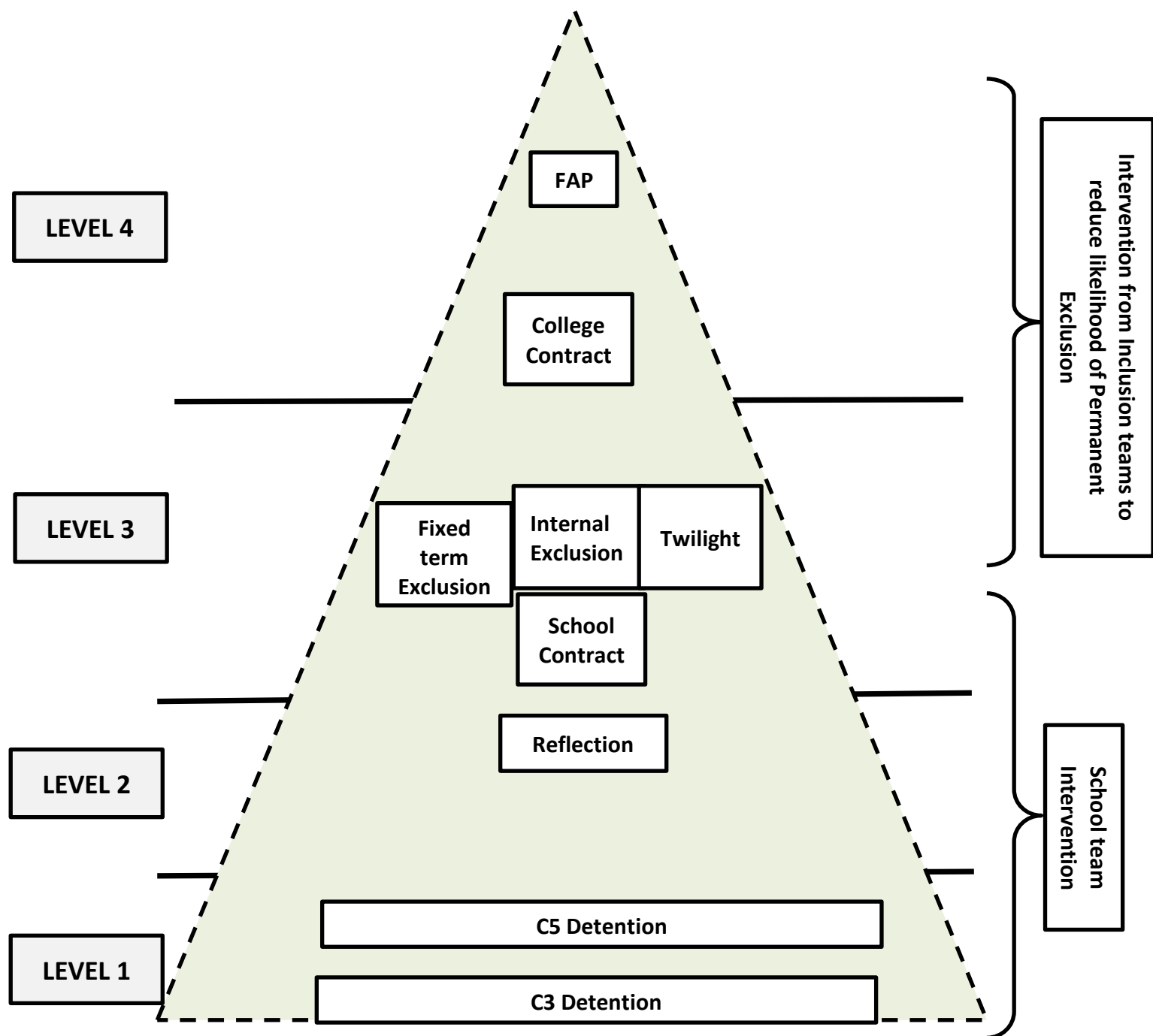
## At Horizon Community College

<p><b>Pride</b></p> <p>Wear full College uniform at all times.</p> <p>Take pride in all you do and actively look to improve your work.</p>	<p><b>Organisation</b></p> <p>Bring correct equipment to every lesson.</p> <p>Organise your time and complete homework to the best of your ability.</p>	<p><b>Engagement</b></p> <p>Be focussed and attentive in lessons, act on advice and feedback.</p> <p>Seek to discover new things &amp; be prepared to take risks.</p>	<p><b>Questioning</b></p> <p>Contribute in every lesson.</p> <p>Ask questions to deepen your knowledge and understanding.</p>	<p><b>Respect</b></p> <p>Follow staff instructions the first time &amp; every time.</p> <p>Be honest and polite to others.</p>
<p><b>Kindness</b></p> <p>Be considerate and supportive of others.</p> <p>Treat others as you would expect to be treated.</p>	<p><b>Teamwork</b></p> <p>Engage with cooperative learning.</p> <p>Take on an active role within the team, readily sharing ideas and information.</p>	<p><b>Tolerance</b></p> <p>Value others regardless of sexuality, race, faith gender or disability.</p> <p>Accept the quirks of others.</p>	<p><b>Independence</b></p> <p>Demonstrate dedication &amp; commitment.</p> <p>Be self-disciplined and evidence self-direction.</p>	<p><b>Resilience</b></p> <p>Persevere and recognise it is alright to make a mistake.</p> <p>Respond well to constructive criticism.</p>

School Ready; Work Ready; Life Ready

Figure 2

Behaviour Flow Chart





## COVID Appendix

Following Government guidelines, Horizon students will return to College in September following a period of time away from the usual college setting.

We will continue to ensure students are safe and feel supported at all times. The emotional response of students to the current situation will vary, as a result, it is likely we may see:

- changes in self-esteem
- closed and defensive behaviour
- mental health concerns

There have been amendments to the Consequences system to enable the College to widen its window of tolerance to ensure all students are successful in their learning. The expectations will be explained in the Induction video and students will be able to ask for clarification if required.

## Section 9 Choices and Consequences in Lessons

Behaviour	Consequence/Behaviour strategies
Chewing, Uniform issue, general conduct	<b>Positive rule reminder</b> on entry to the class/lesson or at the start of the lesson
First negative choice Examples include; <ul style="list-style-type: none"> <li>• Poor work rate</li> <li>• Failing to follow instructions</li> <li>• Talking</li> </ul>	<p><b>C1 – Verbal warning</b> (a private word with the student. This can happen inside the classroom; if this is not possible, take the student outside the room.</p> <p><u>Connection before correction:</u> Speak to the student (maintain a distance of at least 1 metre plus), give them time to think about their behaviour/actions by using phrases such as:</p> <p>‘I appreciate we haven’t had a lesson in college for a while, but we still expect you to ....’</p> <p>‘I am guessing that you may have forgotten our expectations at College, so I want to remind you that ...’</p> <p>‘I’m sorry you feel like that, but I want to help you get this right so let’s....’</p> <p>Name written on the Consequence board and tick next to C1 No SIMs log required at this point</p>

<p>Second negative choice</p> <p>Get the student to think about their behaviour by asking the following;</p> <p>‘What should you be doing?’</p> <p>‘What were you told to do after getting a C1?’</p>	<p><b>C2 – Behaviour point issued on SIMs</b></p> <p>Spoken to by teacher <u>and</u> teacher has offered a solution to help him/her correct his/her behaviour e.g. moving seats, setting time limits to complete work, adapting activity.</p> <p>Name on the board. C1 and C2 are ticked.</p> <p>Staff on leadership duty to support in preventing escalation to a C3. Whilst on duty, speak to individual students to help re- engage them in their lesson.</p>
<p>Due to lack of impact of C1, C2 and C3 student’s behaviour is such that he/she needs to be removed from the lesson</p> <p>OR</p> <p>Student displays extreme behaviour which has Health and Safety implications; therefore he/she must be removed from the lesson immediately</p>	<p><b>C3 – Parking</b></p> <p>Name on the board and C1, C2 and C3 are ticked. ‘Parking’ followed by a Restorative conversation</p> <p>Student is ‘Parked’ to the nearest room for the remaining part of the lesson. Teacher issues a ‘Reflection’ sheet and records the time student leaves on the sheet.</p> <p>Student to arrive at ‘Parking’ room within 5 minutes. Supervisor in the ‘Parking’ room will sign and record time of arrival on the Reflection sheet, student to complete the Reflection sheet and take it back to his/her teacher 5 minutes before the end of the lesson.</p> <p>When student arrives at the end of the lesson, the teacher issues a C3 detention and records the incident on SIMS. ‘Action taken’ recorded as ‘Parking – C3 detention’.</p> <p>A ‘Restorative conversation’ to take place at a convenient time (ideally before the next time the student has the same teacher). The student needs to be a willing participant for this to be successful. This may take place:</p> <ul style="list-style-type: none"> <li>- at the end of the lesson (when student returns from Parking)</li> <li>- during the C3 detention</li> <li>- at break or lunchtime</li> <li>- during Tutor period if possible</li> <li>- in a planned meeting with a Facilitator - CLT, Subject Leader, HoS, DHoS, Student welfare or another colleague who is trained in restorative mediation, where the incident has escalated above a C3</li> </ul>

	*Following a C3 sanction, the member of staff should allow the student to have a second opportunity for a restorative conversation (if he/she hasn't attended/been available for the initial one) by informing the student of an appropriate time to meet – either directly or via a message to Form Tutors
<p>'On call' if student:</p> <p>Refuses Parking</p> <p>Fails to arrive at the 'Parking' room within 5 minutes</p> <p>Fails to return to see Subject Teacher after Parking</p> <p>Fails to attend C3 Subject detention</p> <p>Poses health and safety risk or may cause disruption in Parking room</p>	<p><b>C5</b></p> <p>If student fails to return at the end of the lesson, incident is recorded as C5 and student is issued a C5 detention on SIMS.</p> <p>When a student reaches a C5, they will be taken to the time out room. A member of student welfare or student support will check in with the student.</p>
In the case of disruptive behaviour within the 'Parking' room – 'On call' to be used.	<b>Reflection</b>

## Section 10 Behaviour management outside the classr

All students are expected to be polite, courteous and respectful to everyone on the college site and to comply with reasonable requests or instructions made by staff at the first time of asking. Students are expected to have regard for their own safety and that of others.

Any student who fails to adhere to the temporary social distancing guidelines will receive a negative conduct point in their planner. If their behaviour is not corrected, they will have a conversation with student welfare or student support to re-engage them and to help correct their behaviour. If their poor behaviour still continues, the student will be escorted to the lunchtime detention room for the rest of their lunchtime.

## Section 11 Remote learning - Consequences and Rewards

During remote learning we want to continue to maintain the high standards and expectations as when students are in college. This is particularly important during online, interactive sessions.

If a student is disrupting a lesson or disrupting the learning of others, a teacher may issue a student with a C1, or a C2 behaviour point following the usual consequence system and as a further step, remove the student from the live lesson if necessary – C3. The student's parent/carer will be contacted by the class teacher if the student is needed to be removed from the live lesson (C3).

### **Praise and Rewards**

Teachers can continue to issue achievement points through sims to recognise the efforts and achievements of students in their class.

Proud Thursday online will also provide an opportunity for teachers to share and showcase the quality work produced by students. Work is submitted by each Thursday to the [proudthursday@horizoncc.co.uk](mailto:proudthursday@horizoncc.co.uk) email address. This is celebrated on the College twitter site and the student receives an e-certificate from the school team.

## Section 12 The wearing of face coverings

Students **are** expected to wear face coverings:

- Travelling on the college buses at the start and end of the day
- Moving around college, at lesson change over, break time and lunchtime
- At lunchtime, when they have finished eating/drinking inside the college building
- When they re-enter the college building from outside

Students **are not** expected to wear face coverings:

During lesson time, as all students are sat in a pre-planned seating plan and always face the front of the room


Sanctions are in place for students who are not meeting the college expectations regarding face coverings.

	Action needed	How logged and recorded
Arrival to college without a face covering	Name recorded by the School team, at the student entrance, student then provided with a face covering.  20p deducted from the parentmail account for every face covering which is provided.	Parentmail message to inform parents of the 20p deduction  Phone call home on the 3 <sup>rd</sup> occasion a face covering has been provided.

Not wearing a face covering during the day	<p><b>Negative conduct point</b> in the planner, and the student is asked to wear the face covering.</p> <p>Or</p> <p><b>Negative conduct point</b> in the planner and the student goes to student reception to purchase a face covering – 20p deducted from the parentmail account.</p>	<p>For every 5 negative conduct points, a student is issued a C5 1hr detention.</p> <p>The member of staff who records the 5<sup>th</sup> negative conduct point, logs the detention.</p> <p>Parentmail message to inform parents of the 20p deduction</p> <p>Phone call home on the 3<sup>rd</sup> occasion a face covering has been provided.</p>
Not wearing a face covering correctly during the day	<p><b>Negative conduct point</b> in the planner, the student is asked to adjust the face covering to wear it correctly.</p>	<p>For every 5 negative conduct points, a student is issued a C5 1hr detention.</p> <p>The member of staff who records the 5<sup>th</sup> negative conduct point, logs the detention.</p>

Students who are exempt from wearing a face covering will be given a pass that they must carry in their blazer pockets at all times.

#### Example of pass

<b>Y9 FACE COVERING PASS</b> 	
Please excuse _____ from wearing a face covering.	<div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;">           Photo from sims         </div>
<b>Mr Irving - Head of Y9 School</b>	