

# The Sir John Colfox Academy

## Behaviour Guidance

This guidance is designed to sit at school level and act as the guide to how we apply the Trust behaviour policy in our school.

### 1.0 The Initio Trust Vision

The Initio Trust is a forward-looking trust that provides supportive, creative and innovative learning opportunities, nurturing everyone as an individual. We value excellence in learning, collaboration, respect, compassion for others and a sense of community. Our pupils develop character through a love of learning to achieve and thrive. They are prepared to be lifelong learners and responsible citizens with a global perspective.

### 1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that: All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society. Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

### 1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All CYP will have support with behaviour management if they need it

- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment (Teacher standard 7)
- Staff will establish and explicitly teach routines (Teacher Standards 1 and 7)
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time.

## 2.0 Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

### 2.1 The three Trust behaviour expectations are:

- 1) Readiness to Learn
- 2) Respectful Relationships
- 3) Engagement

#### 2.1a Demonstrate Readiness to Learn

**What?** Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

**Why?** Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning.

**How?** As a minimum:

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like parents to:</b>
<ul style="list-style-type: none"> <li>● be on time to lessons</li> <li>● provide visual and written examples of equipment needed</li> <li>● clearly indicate what level of peer interaction the learning episode requires</li> </ul>	<ul style="list-style-type: none"> <li>be on time for lessons</li> <li>● enter rooms quietly</li> <li>● have the necessary equipment</li> <li>● leave the room in a tidy state</li> <li>● respond to the level of peer</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectations clearly to all staff, pupils and parents</li> <li>● Reinforce expectations through their behaviour system</li> <li>● Provide regular reminders and opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure their child has access to the correct equipment for school (either from home or in arrangement with the school)</li> <li>● Ensure their child is on time for school and follow the correct protocols in</li> </ul>

<ul style="list-style-type: none"> <li>● model the behaviour they wish to see</li> <li>● reward the behaviour they wish to see</li> <li>● have the learning ready for the pupils</li> <li>● teach the routines for the classroom, including entry and exit (see below for common expectations across the school)</li> <li>● Reinforce expectations through the school's behaviour system</li> </ul>	<p>interaction indicated by staff</p>	<p>teaching of the expectations</p> <ul style="list-style-type: none"> <li>● Support staff to teach, model and enforce the expectations through thorough CPD</li> </ul>	<p>case of absence / lateness</p> <ul style="list-style-type: none"> <li>● Support the school with the expectation of readiness to learn</li> </ul>
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**The importance of consistent routines.**

We believe that in order to create a calm, positive and purposeful environment for learning, it is important that our students have fair and consistent routines. **These routines are common across the school and all staff are expected to follow these.**

**Before lessons (at the end of break, lunch and during transition).**

Students and staff are expected to be punctual. Students should be in class by the second bell after break/lunch. The first bell gives a five-minute warning and the second indicates the start of learning time. Students arriving late to class must be recorded as such on Arbor (see further notes on punctuality below) ***“after the bell, mark them as L”***

Students receiving two Late marks in a day will automatically be issued an after-school detention for the following day and parents contacted.

Students found in the school corridors after the second bell without a reasonable excuse, may be issued with an automatic detention by a Head or Year or member of the Senior Leadership team.

Teachers should greet and calm classes before allowing entry to the classroom and ensure that students enter the classroom calmly by the second bell.

Teachers should always aim to create a positive start to lessons and in order to build positive relationships and should welcome students at the door and supervise entry.

Teachers will start lessons with a quiet starter.

Lessons will start by the second bell regardless of late comers.

**During lesson times.**

There should be a seating plan available for every class. These should be given to Heads of Department/Faculty in case of cover lessons. Students should expect to sit in their allocated seat each lesson, but teachers should be mindful of any possible issues and be flexible.

If students refuse to sit in their allocated seat, staff should repeat the expectation and then state that “if you continue to refuse to follow the instruction, you chose to escalate”. Staff should then email for On Call support and continue to teach their lesson and log S3 on Arbor.

Every lesson should begin with a starter activity ready as soon as students sit down. There is an expectation of quiet, focussed starts to every lesson. During this time, teachers should take their register and submit within the first ten minutes (please see notes below). Starts of lessons should be routinely quiet around the school and students should be used to this expectation.

Students are not expected to leave lessons to go to the toilet or refill water bottles, students should use their break times to do this. However, teachers should use their professional judgement but please speak to Heads of Year where there are consistent issues.

Students with Exit Cards may use these as indicated on the card. Students should not be permitted to leave class to see a member of staff during lesson times unless they have written permission. If concerned, please email for on-call support.

Staff will explicitly teach and make clear the pro-social behaviours, timings and levels of interaction required for each learning activity.

Staff will reward the behaviour they want to see.

Staff will aim for a 5:1 ratio positive/negative behaviours.

Staff will prepare resources in advance of the lesson.

Staff will know the needs of their students and adapt to meet these.

### **End of lessons.**

Students should tidy their workspace and stand quietly behind their chairs before being dismissed by the teacher.

Students should not be dismissed **until** the bell has sounded.

Students should wait to be dismissed from their places and should not be waiting in groups by the door for the bell.

## 2.1 b Demonstrate Respectful Relationships

What?

'Respectful relationships' means building considerate and courteous relationships with all members of the school and wider community.

Why?

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate students to achieve.

How? As a minimum:

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like parents to:</b>
Model respectful relationships <ul style="list-style-type: none"> <li>● Greet pupils into lessons</li> <li>● Speak calmly and fairly to all</li> </ul>	<ul style="list-style-type: none"> <li>● Speak to all calmly and fairly</li> <li>● Use language that is inclusive and non derogatory</li> <li>● Be welcoming and open to new pupils, parents and visitors</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectations clearly to all staff, pupils and parents</li> <li>● Reinforce expectations through their behaviour system ●</li> </ul>	<ul style="list-style-type: none"> <li>● Model respectful relationships, especially when working with the school</li> <li>● Use language that is inclusive and challenge language</li> </ul>

<ul style="list-style-type: none"> <li>● Ensure the vocabulary used is inclusive</li> <li>● Be tolerant of pupil's needs and ensure their needs are catered for</li> <li>● Seek to understand the wider context of a pupil's life</li> <li>● Teach social cues, where appropriate <ul style="list-style-type: none"> <li>● Challenge any language that seeks to be derogatory to an individual or a group</li> </ul> </li> <li>● Be open and welcoming to parents and visitors</li> <li>● Encourage all pupils to try their best</li> </ul>	<ul style="list-style-type: none"> <li>● Use social media with respect for all other users</li> <li>● Attempt all tasks to the best of their ability</li> </ul>	<p>Provide regular reminders and opportunities for teaching of the expectations</p> <ul style="list-style-type: none"> <li>● Support staff to teach, model and enforce the expectations through thorough CPD</li> <li>● Model respectful relationships with all in the school and wider community</li> <li>● Use whole school teaching to demonstrate respectful relationships</li> </ul>	<p>which is not inclusive or is derogatory</p> <ul style="list-style-type: none"> <li>● Encourage their children to try their best at all tasks</li> <li>● Talk about members of the school community in a respectful way</li> </ul>
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## 2.1c Demonstrate Engagement

What? Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why? Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions.

How? As a minimum:

<b>Staff will:</b>	<b>Pupils will:</b>	<b>Senior leaders will:</b>	<b>We would like parents to:</b>
<ul style="list-style-type: none"> <li>● Model engagement when pupils are addressing others including giving appropriate responses</li> <li>● Teach active listening to pupils</li> <li>● Make themselves aware of individual pupil's needs</li> </ul>	<ul style="list-style-type: none"> <li>● Look at a speaker whilst they are speaking</li> <li>● Do not distract others</li> <li>● Be ready to answer questions and/or contribute to discussions</li> <li>● Respond to feedback</li> <li>● Where appropriate,</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the expectations clearly to all staff, pupils and parents</li> <li>● Reinforce expectations through their behaviour system</li> <li>● Provide regular reminders and opportunities for teaching of the expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Model engagement with their children</li> <li>● Encourage engagement in extracurricular activities, either during school time or outside of the school day</li> <li>● Use staff feedback to understand how</li> </ul>

<ul style="list-style-type: none"> <li>● Ensure that lessons are adapted to cater for pupils' needs in line with SEN, behaviour support or ITP (Individual Teaching) plans, as appropriate.</li> <li>● Make lessons relevant with an appropriate level of challenge</li> <li>● Use visual and verbal reminders about active engagement in lessons</li> <li>● Use feedback to gauge the engagement in lessons and beyond</li> <li>● Encourage pupils to participate in</li> </ul>	<p>participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc</p> <ul style="list-style-type: none"> <li>● Attend school regularly and on time</li> </ul>	<ul style="list-style-type: none"> <li>● Support staff to teach, model and enforce the expectations through thorough CPD</li> <li>● Track pupil engagement in extracurricular activities</li> <li>● Ensure there is an appropriate range of extracurricular activities on offer</li> <li>● Monitor attendance and support leaders to support families where attendance is not as expected</li> </ul>	<p>engaged their child is in school life</p> <ul style="list-style-type: none"> <li>● Ensure regular and punctual attendance at school</li> </ul>
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extracurricular activities ● Model good attendance			
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### 3.0 Types of Behaviour

The Sir John Colfox Academy generally defines behaviour into the following four categories:

#### 3.1 Pro-social behaviour

This is the behaviour that we wish for all our students to aspire to. It is defined as behaviour, which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society.

Examples of pro-social behaviour can be (but are not limited to):

- Helping others with tasks
- Lending equipment
- Welcoming visitors

Demonstrating positive learning behaviours including resilience, creativity, independence.

#### 3.2 Unsocial behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others. Some examples of unsocial behaviour include (but are not limited to):

- Homework not being completed
- Not following instructions
- A lack of work in lessons

Behaviours that don't support our community values are defined as being unsocial or, in extreme cases, antisocial. There is no clear dividing line between unsocial and antisocial behaviours (rough guide below), but we must ensure we don't drive unsocial behaviour into being anti-social behaviour by our responses to difficult behaviour.

### 3.3 Anti-Social Behaviour (difficult behaviour)

This can also be classed as 'Difficult' behaviour when it is anti-social but not dangerous (see 3.4)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society.

Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of learning
- Absconding from the classroom
- Causing disrepute to the school
- Bullying

- Harassment

Stealing

### 3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying

The school will closely monitor students who are displaying unsocial or anti-social / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate. (system explained later in the document)

Most students will never need to be subject to any consequence or bribe in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging educational experience.

However, there may be one or two students in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these students and monitor them closely.

#### 4.0 Rewards

The Sir John Colfox Academy recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. Students can be recognised for their pro-social behaviour with a system of rewards. Rewards will be genuine and specific, allowing the reward to be a teaching opportunity.

Rewards can include (but are not limited to):

- Verbal recognition
- Contact with home
- Choice of activity
- House Point.
- Head of year / house award
- Headteacher award

#### 5.0 Consequences

All behaviour has consequences, and The Sir John Colfox Academy recognises that part of teaching behaviour is providing proportionate, rational, logical, timely and appropriate consequences for behaviour, including rewards, detailed above.

### Classroom behaviour steps.

#### Step 1 S1:

##### **S1 Difficulty meeting expectation in class.**

- Staff vocalise clearly the expectation that a student has difficulty meeting and this will be logged on Bromcom. Language should be taken from the behaviour script below:

*“Child’s name, I’ve noticed you are having difficulty + verb.”*

This should be followed by a clear expectation using an imperative verb of what you want **rather than what you don’t want**. End with a ‘thank you’ to expect compliance rather than ‘please.’ The focus is on the expectation that the child is having difficulty meeting NOT on the unsocial/anti-social behaviour.

*Example conversation.*

*“Ollie, I have noticed you are having difficulty listening to the instructions. (Pause) **Face** the front (pause), **put** your pen down (pause) and **stop talking**. Thank you.”*

##### **NOT**

*“Ollie, I’m fed up with you turning around, fidgeting and talking whilst I am. Don’t answer me back and stop clicking your pen. You’re making it really difficult for everyone here – just like last lesson”*

Specific instructions also serve to explicitly state what listening looks like and are more helpful than ‘**listen**’ alone. Each expectation can be repeated calmly if necessary, with time for response.

*“Face the front” - thank you. “Put your pen down” etc*

- Teacher logs on Arbor: S1 Expectation not met.
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S1 will result in –1 on the student behaviour record and accompanying comments will be visible to parents.

S1 can also be issued by any adult in school at any time if a student is having difficulty meeting an expectation.

### Step 2 S2:

**S2 – Second time failing to meet an expectation and can be accompanied by Time Out only if deemed necessary by the teacher.**

Following S1, if a student persists in unsocial or anti-social behaviour to the detriment of themselves and others, a teacher should remind the student of the expectation as in S1. The teacher may also decide to ask the child to take a Time Out although only if necessary (see below). A child should be left outside the classroom for no longer than **5 minutes and the teacher should address the student as soon as possible**. The reason for the Time Out is likely to be so that the teacher can make the expectation clear away from the rest of the class (therefore not drawing attention to the negative behaviour publicly and seek to calm the student). **There should be no more than one child outside at any one time**. The teacher should come outside to speak to the child. This will be script based and focused entirely on **de-escalation, enabling inclusion and reintegration** to the lesson.

1. *I can see that you are..... (acknowledge and empathise with feelings)*
2. *I've noticed that you are still having difficulty....what's up? (as in Step 1. Listen to what the issue is)*
3. *I wonder if there's a way...? (collaborative approach to finding a way back into the classroom – realistic solution acceptable to both teacher and student)*
4. *Expectation of work/learning completion and attitudes. (Make clear your expectation of work/learning to be completed and by when. Explain how you will check this has been completed)*
5. *Logical consequence. (What will happen if the learning/work expectation has not been met by the identified time – consequence set and managed by teacher)*
6. *Child and teacher are clear about work expectations and positive behaviour for learning. Child comes back into the class and teacher checks in later.*
7. *Classroom teacher decides on further consequences only if needed (if the child still has work left to complete as identified in 5). See over for suggestions:*

Teacher consequences for unsocial behaviour could include (but are not limited to):

- Missing unstructured times to complete work – arranged by the teacher.
- Making up the work missed after school – arranged by the teacher/department.
- Restorative conversations.
- Contact with home.

- Department reports/contracts.

**Teacher logs on Arbor: S2. This results in –2 points and accompanying comments are visible to parents.**

S2s are monitored by HODs weekly. Departments are responsible for all intervention and consequences at this level. Repeated S2s should be addressed within the department to promote inclusion, build relationships, support learning and avoid escalation of unsocial and anti-social behaviours. Teaching staff should also refer to the table of responsibilities under each expectation.

If a child reaches two S2 logs within the same day, an after-school detention will be issued the subsequent day.

**Step 3 S3:**

**On call support**

**S3 – On call student support.**

A student's **anti-social** behaviour is seriously impacting on themselves and those around them. S1 and S2 have been followed **OR** there has been an incident of **dangerous** behaviour (in this case S1 and 2 may not have been followed). Teacher emails SJCA On Call for a member of staff to come to the lesson to support.

On-call intervene and decide on the appropriate course of action. **The first attempt (unless a protective consequence is needed) will always be to help support reintegration into the class.** Removal from the classroom at this point will be decided by On Call. Teaching staff should focus on teaching the rest of their group. If removed from the classroom, the student will be taken to SELS (Social, Emotional Learning Space) by the On Call member of staff.

Logging this on Arbor will trigger an after-school detention and the student will be issued with –3 on their behaviour record. **This will be the case whether or not the student is removed from the class by On Call. Accompanying comments will be visible to parents.**

S3s are monitored weekly by HOY and the wider pastoral support team but the classroom teacher and the faculty also have a responsibility to intervene and work collaboratively with the pastoral team. The pastoral team have a clear process of monitoring and escalation via the intervention WAVES.

Consequences for anti-social / difficult behaviour at could include (but are not limited to) :

- Curriculum Withdrawal for 3x S3 at S4 (see below)
- Meeting with others through a restorative process
- Spending some reflective time away from peers in Reflection – organised by HOY.
- A loss of unstructured times in Isolation – organised by HOY.
- Meetings with parents
- One-page profiles.
- ITP plans aiming to address difficulties and promote a consistent management plan.

- Review of wider support options in school including an identified key adult who will be responsible for overseeing provision and behaviour (via triage meetings)
- Referrals for external agency support.
- Behaviour reports – organised by HOY.

Anti-social / difficult behaviour may also result in suspension or exclusion from the school depending on the severity or the repeat nature of incidents.

Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers in Isolation or Reflection.
- Loss of social times, including after school detentions
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

#### **Note to Teaching Staff:**

When managing behaviour in class, please **log only the highest level of consequence (S1–S3)** given to each student for that specific lesson.

**Do not log multiple entries for each individual incident**—just one entry per student reflecting the most serious consequence issued during the lesson.

#### **S4: Curriculum withdrawal.**

Monitored by HODs. Students who have received three S3s during a half term, should be issued with a curriculum withdrawal. This means that the student will receive intervention in SELS (Social and Emotional Learning Space) for a period of time. For full details, procedure and paperwork, please see SEL Waves Appendix.

A CW will result in –4 on the student behaviour log. The teacher should log S4 on Arbor.

### **Reporting behaviour incidents.**

S1-4 outlined above should be logged on Arbor with comments visible to parents.

Any behaviour giving rise to safeguarding and welfare concerns, including incidents of harassment, bullying or discrimination, violence, substance misuse - whether face to face or online, should also be logged on MyConcern.

### **Dealing with other issues in the classroom.**

#### **Truancy procedure.**

All staff taking a register have a professional and legal duty to ensure that the register is accurate and complete.

Any student unexpectedly missing from a lesson is a safeguarding concern. All staff are **required** to take and submit their register within the first ten minutes of a lesson. Staff should not assume that a student is safely elsewhere unless they have prior notification (do not make assumptions or accept reasons from other students). For organised events, registers will be pre-coded – staff should not amend this code. If a student is absent but was marked present previously in the school day, staff should immediately send a message to [truancyalert@colfox.dorset.sch.uk](mailto:truancyalert@colfox.dorset.sch.uk)

## **School uniform misdemeanors.**

Please see the School Uniform policy for a full description of our school uniform.

**All staff are required to consistently address issues relating to uniform and should check this on entry to and exit from the classroom.**

Where possible, students should be asked to remove incorrect items of uniform, tuck in shirts and wear ties before entering the classroom (this may be particularly necessary after breaks or lunchtimes) and confrontation avoided. All uniform misdemeanors should be logged on Arbor. Two points issued in a day will result in detentions.

Heads of Year and tutors are responsible daily for monitoring high standards of uniform in their year groups and for liaising with home. Uniform issues likely to result in confrontation with class teachers should be addressed pro-actively on entry to school in the mornings, during registration and after breaktimes by tutors, Heads of Year and duty staff. Heads of Year/pastoral officers will issue Uniform Awareness Cards to students where they are aware of on-going uniform concerns waiting to be resolved and students should show these to teachers when asked. Detentions and school sanctions will be issued in respect of persistent uniform issues.

## **Persistent Uniform Breach and Lunchtime Detention Policy**

Students who are unable to correct uniform breaches immediately and are referred to the Pastoral Team will be issued a Uniform Awareness Card and provided support to remedy the issue. In cases where the breach cannot be resolved on the same day, students will receive a **lunchtime detention for each school day the breach continues without a valid reason.**

Lunchtime detentions will be issued **daily for a maximum period of two weeks (10 school days)** to encourage compliance and demonstrate the school's commitment to uniform standards.

If, after two weeks of consistent lunchtime detentions, the uniform issue remains uncorrected and there are no mitigating circumstances, the matter will be **escalated to the Head of Year**. A formal meeting with parents or guardians will be arranged to discuss the ongoing non-compliance and to agree on a clear plan of action.

Further disciplinary measures may be considered by the Senior Leader SLT, including internal isolation or fixed-term exclusion, in line with the school's behaviour policy. At this stage, the school will also assess whether additional support or safeguarding interventions are required to address any underlying issues.

This procedure aims to balance firm expectations with fairness, promoting a positive school environment where all students take pride in their appearance and adhere to uniform standards.

### **Missed homework or equipment.**

There are many reasons why students may fail to complete homework. Staff should try to ascertain what these are and approach parents and students in a helpful and supportive way.

Teaching staff may arrange for students to attend departmental after-school or lunchtime support clubs in order to intervene when students are struggling to complete work independently. Parents should be informed of the extra support provided.

Failure to bring equipment in some subjects can prevent students from participating fully in the curriculum on offer. This will ultimately affect student confidence and be detrimental to pro-social feelings of inclusivity and well-being. Departments should share their procedures for dealing with incidents of repeated missing equipment or kit and these should clearly include the positive ways in which students will be supported. Parents have an

important role to play in supporting the school and their child to participate fully in the curriculum on offer. Liaison between home and school should be the first resort for class teachers with any repeated issues. Heads of Year and tutors are well placed to support any strategies agreed or source any financial help in purchasing equipment.

### **Use of reasonable force.**

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a student/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually on the school recording log and parents and SLT notified. More detail can be found in the behaviour policy.

### **Partnership with parents.**

We work closely with our parents. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of dangerous anti-social behaviour and their protective consequences. All documents including ITPs (Individual Teaching Plans) will be recorded on Provision Map.

## Curriculum Withdrawal procedure S4.

### Curriculum Withdrawal Provision and Guidance Document

### Which support am I looking for?

<u>Route 1: single subject curriculum withdrawal.</u>	<u>Route 2: single or multiple subject firebreak.</u>	<u>Route 3 : extraction group.</u>
<p>This package is designed for students who have received 3 subject removals from the same teacher in the same Term. The Department instigate this route. <a href="#">Curriculum Withdrawal</a></p> <p><u>Purpose</u> To provide an opportunity for the student to reset; to enable the teacher to deliver their lessons without interruptions; to support the learning of others within the classroom; for the student to engage with the curriculum work; and, to provide opportunities for diagnostic tools.</p>	<p>This package is designed as a preventative measure for students who may be receiving a number of subject removals in a number of subjects but without hitting the 3 subject removals in the same subject threshold. The SELs Team/ Head of Year and SLT instigate this route in discussion with the Department.</p> <p><u>Purpose</u> To provide an opportunity for the student to reset; to enable the teacher to deliver their lessons without interruptions; to support the learning of others within the classroom; for the student to engage with the curriculum work; and, to provide opportunities for diagnostic tools.</p>	<p>This package is designed as a preventative measure for students who may be receiving subject removals within a classroom and the teacher feels that by having an opportunity to re-establish routines within the classroom, the students are more likely to be successful. The SELs Team/ Head of Year and SLT instigate this route in discussion with the Department. Individual teachers are welcome to discuss this with the SELs Manager.</p> <p><u>Purpose</u> To provide an opportunity for the teacher to reset the class dynamic; to enable the teacher to deliver their lessons without interruptions and to re-establish routines for the class as a whole; for the student to engage with the curriculum work.</p>

### Students receiving Curriculum Withdrawals (Route 1)

Students who receive 3x S3s from the same teacher in a term receive a 'Curriculum Withdrawal'. This supports the young person by enabling them to complete their lessons for the subject for two weeks in SELS or an alternative space identified by the Head of Year, with staff facilitating a nurturing approach. The time enables the students to build up a bank of work as evidence of success in the subject; have opportunities to reflect on how they may change their behaviour within the lesson and what support they may need to do so. .

The elements of this Curriculum Withdrawal include:

- Home contact by the Head of Department and/ or classroom teacher.
- Work set by the classroom teacher but delivered by SELS staff, with times for reflection and using a nurturing approach.
- An opportunity for a re-integration meeting between student and Head of Subject. A member of the SELS Team may be available to support on request,
- Creation of a portfolio of completed work.
- The completion of Diagnostic Tools to help support the young person to be successful when appropriate and requested.

Teacher	<p>The teacher will ensure that the S3 is only issued following steps one and two in the therapeutic behaviour policy and that the Time Out (step two) includes a conversation with the student as specified. The teacher should have attempted to de-escalate the situation and support the student to regulate before calling for S3 – On Call support.</p> <p>The teacher may wish to liaise with the Head of Department and Head of Year after the 2<sup>nd</sup> S3 making contact with the parent/ carer about concerns.</p> <p>The teacher will inform the Head of Department when a student has received 3 x S3 who will then inform the Head of Year and the SELS Team.</p> <p>The teacher will complete Section 1 of the Curriculum Withdrawal Work Form, providing any resources required for all sessions before the Curriculum Withdrawal starts.</p>
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	<p>The teacher will take part in a re-integration meeting with the student at the end of the two weeks with the Head of Department (and a member of SELS or Pastoral Teams if available and if requested).</p>
<p>Head of Department (or appropriate colleague )</p>	<p>The Head of Department will inform the Head of Year and SELS Team of the need for a Curriculum Withdrawal.</p> <p>The Head of Department will contact home.</p> <p>The Head of Department, in collaboration with the teacher, will complete <b>Section 2</b> of the Curriculum Withdrawal Work Form.</p> <p>The Head of Department will facilitate the re-integration meeting between the teacher and the student. The Head of Department may wish to ask if a member of the SELS and/ or Pastoral Team are also available to support the meeting.</p>
<p>SELS</p>	<p>The SELS Team will provide the Head of Department with the Curriculum Withdrawal Work Form if requested.</p> <p>Once Section 1 and 2 are completed by the Department and returned to SELS, The SELS Team will create the work folder for the student using the resources provided and guidance on Section 1 of the form.</p> <p>The SELS Team will liaise with the Head of Year as to where the Curriculum Withdrawal will take place and ensure that the work folder is available.</p> <p>A member of the Team will check in with the student as often as possible during the Curriculum Withdrawal. This will include the completion of <b>Section 3</b> of the Curriculum Withdrawal Work Log.</p> <p>The SELS Team will return the work and the completed to Curriculum Withdrawal Work Form to the teacher.</p>
<p>Head of Year</p>	<p>The Head of Year will ensure a letter has been sent home and will communicate with home and the student as appropriate.</p>

	<p>The Head of Year will inform the tutor that the Curriculum Withdrawal will be taking place.</p> <p>The Head of Year will decide on where the Curriculum Withdrawal will take place and inform the SELS Team, the student and the teacher.</p> <p>The Head of Year will support the student by ensuring that a successful completion of the Curriculum Withdrawal is communicated to the student and to home.</p>
Tutor	The tutor will support the student by encouraging the student to engage successfully during this process, highlighting any successes.

#### Curriculum Withdrawal Escalations (Route 1)

If a student receives a number of Curriculum Withdrawals from a range of subjects at the same time.	The SELS Team will inform the Head of Year. A plan will be agreed between the Head of Year and the SELS Team to manage the situation. This may include a range of locations being used for the completion of the Curriculum Withdrawal. The Head of Year will send the letter (in file templates) inviting parents to a meeting to address concerns.
Two or more Curriculum Withdrawals from the same student from the same teacher within the academic year.	The SELS Team will inform the Head of Department. The HOD will send a letter (in file templates) to the parents inviting them in for a meeting.

#### Students receiving curriculum withdrawals (Route 2)

As a supportive, prevent and predict measure, Route 2 maybe used in consultation with the SELS Team, Head of Year and SLT. The communication with home sits with the Head of Year rather than the Department. The setting of the work remains the

responsibility of the classroom teacher and the same Work Log form should be completed. Diagnostic tools may be used by the SELs Team at this point if the student involved hasn't already had this support.

The elements of this Curriculum Withdrawal include:

- Home contact by the Head of Year and agreement with Parent/ carer.
- Work set by the classroom teacher but delivered by SELS staff, with times for reflection and using a nurturing approach.
- An opportunity for a re-integration meeting between student and Head of Subject. A member of the SELS Team may be available to support on request,
- Creation of a portfolio of completed work.
- The completion of Diagnostic Tools to help support the young person to be successful if appropriate.

Teacher	The teacher will provide work when requested. This can be a block of work or lesson by lesson.
Head of Year	The Head of Year will inform, and get consent, from the parent/ carer. The Head of year will agree the amount of time for the curriculum withdrawal with the department and with the SELs staff.
SELS	<p>The SELs staff will request work from the teacher.</p> <p>A member of the Team will check in with the student as often as possible during the Curriculum Withdrawal, providing educational support.</p> <p>The SELS Team will return the work and the completed to Curriculum Withdrawal Support Log to the teacher.</p> <p>The SELS Team will help the student to re-integrate back into the lesson.</p>

Teacher, Head of Year, SELs Team	This intervention is based on a collaborative approach.
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### Being Part of a Withdrawal Intervention Group (Route 3)

From time to time and as a preventative measure, a small intervention group may be withdrawn from a subject for a short period. The group will be made up of up to four students and the agreement to do so will be agreed by the subject teacher, Head of Year, Head of Pastoral Care and the SELs Manager. The SELs Manager will deliver the lesson to the group and the work will be set by the classroom teacher. The purpose of this Route is to enable the teacher to re-visit routines with the class, creating the optimum atmosphere from which to learn. The students will then be re-integrated to the lesson with a member of the SELs Team present for the start of the first lesson back. By re-establishing routines, it may then enable the re-integrated students to thrive within a settled classroom. The communication with home at the start and the end of the intervention sits with the Head of Year. Diagnostic Tools will not be used at this time by the SELs Team as the main purpose of Route 3 is to enable the classroom teacher to work with the remaining students in the lesson.

The length of this intervention is designed to be for 2 sessions but this can be adjusted as required.

The Intervention Group does not take place in SELS 1. It will take place in a different intervention space.

The elements of this Curriculum Withdrawal include:

- Home contact by the Head of Year and agreement with parent/ carer.
- Work set by the classroom teacher but delivered by SELS staff, with times for reflection and using a nurturing approach.
- An opportunity for a re-integration visit by a member of the SELs Team for the first lesson back.
- Creation of a portfolio of completed work or work delivered after each session as requested.

### **Suspension and Exclusion procedure at The Sir John Colfox Academy.**

The school operates a **graduated response system** to suspensions, designed to support students in recognising and changing unacceptable behaviour while ensuring consistency, fairness, and transparency in the disciplinary process.

## Rationale for Graduated Response

This approach ensures that students, parents, and staff understand the escalation of consequences and have clear opportunities for intervention and reflection at each stage. Regardless of the specific behaviour leading to a suspension, students will normally progress through the suspension stages in order, rather than receive escalating suspensions based solely on the severity of a single incident.

**Unless the behaviour presents a serious risk to the safety or wellbeing of the student or others**, the student will resume the suspension process at the next appropriate point. In exceptional cases where safety is a significant concern, the Headteacher may consider issuing a longer suspension outside of the standard progression.

## Suspension Stages

Suspensions are usually issued in the following order:

- **1-day suspension**
- **3-day suspension**
- **5-day suspension**
- **Second 5-day suspension**

After this point, continued serious behavioural concerns may result in consideration of a **Permanent Exclusion**.

## Re-set After Turnaround Placement

Following a **turnaround placement** at a Learning Centre or other alternative provision, the Headteacher may choose to implement a '**re-set**', giving the student a fresh start. In such cases, the student may begin a new sequence of:

- **5-day suspension**

- **Second 5-day suspension**

This decision will be based on the student's progress, engagement with the placement, and readiness to reintegrate into the school environment.

### **Reintegration Meetings**

A **Reintegration Meeting** is required after every suspension and must take place before the student returns to school. These meetings serve as a chance to reflect, review expectations, and agree on a plan for support moving forward.

Meeting attendance is as follows:

- **1-day suspension:** Student, Parent/Carer, and Head of Year
- **3-day suspension:** Student, Parent/Carer, Head of Year, and Deputy Headteacher
- **5-day suspension:** Student, Parent/Carer, Head of Year, and Headteacher
- **Second 5-day suspension:** Student, Parent/Carer, Head of Year, Headteacher, and a Governor

### **Headteacher's Discretion**

The Headteacher reserves the right to deviate from the standard suspension sequence in exceptional circumstances. This includes issuing additional or extended suspensions where the behaviour poses a serious risk to safety, or where a more tailored response is considered necessary in the best interest of the school community.

**Students found or suspected of vaping on the school site.**

**This guidance refers to all students – including those in the Sixth Form or aged 18.**

**Reasonable Grounds for Suspecting Vaping**

To maintain a safe and healthy environment, staff may take action to search students when there are **reasonable grounds** to suspect vaping has taken place. Reasonable grounds means there is an objective basis for suspicion supported by one or more of the following:

**1. Direct Evidence**

- a. The student is observed actively vaping (using a vape device).
- b. A vape device or related item (cartridge, liquid, charger) is found on or with the student.

**2. Sensory Indicators**

- a. The smell of vaping (fruity, sweet, or chemical odor) is detected on or near the student or in enclosed areas such as toilets.

**3. Behavioral Indicators**

- a. The student is seen entering or leaving known vaping areas shortly before or after vaping is suspected.
- b. Physical signs consistent with recent vaping, such as coughing or throat irritation.

**4. Reliable Witness Reports**

- a. Multiple independent reports from staff or students identify the student vaping or handling vaping equipment.

**5. Refusal or Evasion**

- a. The student refuses a reasonable search related to suspected vaping or attempts to avoid detection.

**Enhanced Considerations**

**6. Students Previously Caught Vaping**

- a. Students with a recorded history of vaping incidents on school premises are considered higher risk for repeat behaviour.
- b. Reasonable grounds may be more readily established if such students are found in or near vaping hotspots or involved in suspected vaping behaviour.
- c. Previous incidents and sanctions are factored into decisions about searches and disciplinary measures.

**7. Students in Groups at Time of Report**

- a. When vaping is reported near a group of students standing together, all individuals may be reasonably suspected based on proximity, behaviour, prior records, and cooperation.

- b. Searches or questioning may be conducted on all group members where reasonable grounds exist for one or more.

### **Sanction framework**

- **First confirmed incident (including decisions based on ‘reasonable grounds’)**
  - Confiscation of device.
  - Immediate **in-school internal isolation** for remainder of day + same-day 30–45 minute education/brief intervention session on vaping risks and school expectations (run by SEL or independently if no one available to support).
  - Parent phone call + formal letter sent by Pastoral Team in the Hub. Behaviour record logged as S5 and HOY notified.
  - Log on MyConcern, Searches log and on Vaping log.
  - One-week behaviour contract issued by HOY with clear consequences for re-offending as per second incident. On Call to escort to toilet during lesson times. Teaching staff notified by HOY.
- **Second confirmed incident**
  - Confiscation of device. HOY or senior staff notified.
  - **Fixed-term internal exclusion** for 1–3 days OR a short external suspension if internal measure is refused or if behaviour is escalatory.
  - Log on MyConcern, Searches log and on Vaping log.
  - HOY contact parent.
  - Mandatory referral to behaviour support / substance use education programme via welfare referrals to Dorset Council targeted youth workers.
- **Third confirmed incident**
  - **Fixed-term external suspension** and consideration of further steps at reintegration such as escorted toilet use, bag searches and storage.
  - Suspension duration as per suspension graduated response protocol.
  - Follow external suspension protocols.

- Where repeated behaviour suggests dependence, refer to local health services and consider safeguarding pathway if needed.