CORNWALL EDUCATION LEARNING TRUST (Secondary)
Behaviour Policy

Adopted by Bodmin College: Sept 2024

Introduction

The Cornwall Education Learning Trust (CELT) Secondary behaviour policy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across CELT. Good behaviour and self-discipline leads to effective learning and helps prepare students for life beyond the academy gate. It helps students to feel safe and happy in their schools.

The policy outlines how our schools will reward students for demonstrating positive behaviours and attitudes that help to create an exceptional learning environment and positive school community. The policy also explains the high behavioural standards the Trust expects from all our students, the support and interventions used to address poor behaviour and sets out the consequences that will follow if this policy is not adhered to. The policy will be applied with the professional judgment of trained staff.

This policy should be read in conjunction with the Trust/Schools safeguarding, anti-bullying, suspension and exclusion, SEND and search and confiscation policies.

Policy Aims

This policy aims to provide a safe, calm and orderly environment where all students are ready to learn and no individual impacts on the learning of others.

By setting high standards of expected behaviour, the Trust [and its academies] aim[s] to:
- maximise the quality of the learning experience for all students enabling everyone to learn effectively in a disruption-free environment
- ensure behaviour is managed consistently and fairly.
- provide a framework for teaching positive behaviour.
- enable behaviour to be monitored and tracked by staff, students and parents.
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ensure that students complete any tasks reasonably assigned to them in connection with their education

Application of Policy

This policy applies to all members of the Trust community. CELT recognises that sometimes a student's behaviour will be unacceptable and students need to understand that there are consequences for their behaviour.

CELT will also apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy, staff will consider:
- whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a student at the academy at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another Student or member of the public or could adversely affect the reputation of the academy and/or Trust.

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Rewards

Rewards are one method of positively reinforcing the promotion of good behaviour. They have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal.

CELT Schools strive to create a motivational environment that fosters a positive learning culture based on praise and reward, leading to consistently high standards. We believe in celebrating success and we strive to reward students who demonstrate excellence, independence and resilience.

Merits

Merits are the currency that are used to reward students. Students can receive merits for positive actions within lessons, attending extracurricular activities, having exceptional attendance and demonstrating excellent behaviour and outstanding contributions to the school community.

Each CELT school will set out its own structure of merits to encourage students to demonstrate the values of the individual school.

Using the Merit System
- Merits are awarded to individual students and NOT whole classes.
- Merits are used with all year groups.
- There are opportunities for all students to achieve a merit.
- Teachers have high expectations and explain to students what they need to do to achieve a merit.
- Teachers generally issue up to 25% of the class merits per lesson for students going above and beyond expectations.
- Merits are given for demonstrating our whole school values
- Tutors will issue merits for excellent attendance and behaviour
- Merits will be issued for engagement in extra-curricular activities
- Merits are recorded on a student's record. Parents/carers can keep track of how many merits their child has achieved via the ClassCharts app.

Other Rewards

As well as merits the following rewards may also be used by CELT schools. Different rewards are utilised throughout a student's time at our schools. Each school will use the suite of rewards set out below, at their discretion, to reward and incentivise students.

Celebration Assemblies
Celebration Assemblies are hosted be the Head of Year at the end of each term. This is an extended assembly that recognises achievements throughout the term. During the Celebration Assembly, awards are issued to students that have accumulated the most merits and have demonstrated excellence throughout the term.

Awards
A variety of awards are issued during the Celebration Assembly. Awards aim to recognise individual and group achievement, academic progress, and pastoral accomplishment. Awards include student badges, attendance to rewards trips, vouchers, etc...

Tutor Group Achievement
To foster a team ethos the tutor group with the best attendance and lowest behaviour points are invited to attend a reward activity with their Head of Year and tutors.

Rewards event
After each termly Celebration Assembly, the school will run a reward event. Examples of rewards events may include visits to the cinema or bowling.

Reward trip/activity invites
Students that earn the most merits in each year group, will be invited to the rewards trips. Reward trips will happen each term, after the celebration assemblies. *Negative behaviour points will be deducted from positive merit totals.*

HOY choice
Each term, the Head of Year will also invite additional students to the rewards trip/activity. These students will be nominated for demonstrating significant improvements over a period of term or positive contributions to the school community.

Reset of Merits
After each Celebration Assembly, merit totals will be reset to zero. We will maintain records of all merits received throughout the year, however merit totals will be reset to zero.

Badges
Subject, pastoral and community badges are awarded termly for outstanding progress, exceptional performance, independence, and resilience. Badges are limited and hold the upmost accolade. These are only awarded to exceptional students that have gone above and beyond on a consistent basis.

Praise Postcards
Praise Postcards are sent by home to parents/carers by individual subject teachers to recognise outstanding effort, achievement or progress by individual students in their lesson. When a Praise Postcard is issued the student also receives two merits. Praise Postcards can also be issued by tutors, Pastoral Support Mentors, Heads of Year and Members of the Leadership Team to recognise student achievement outside of the classroom.

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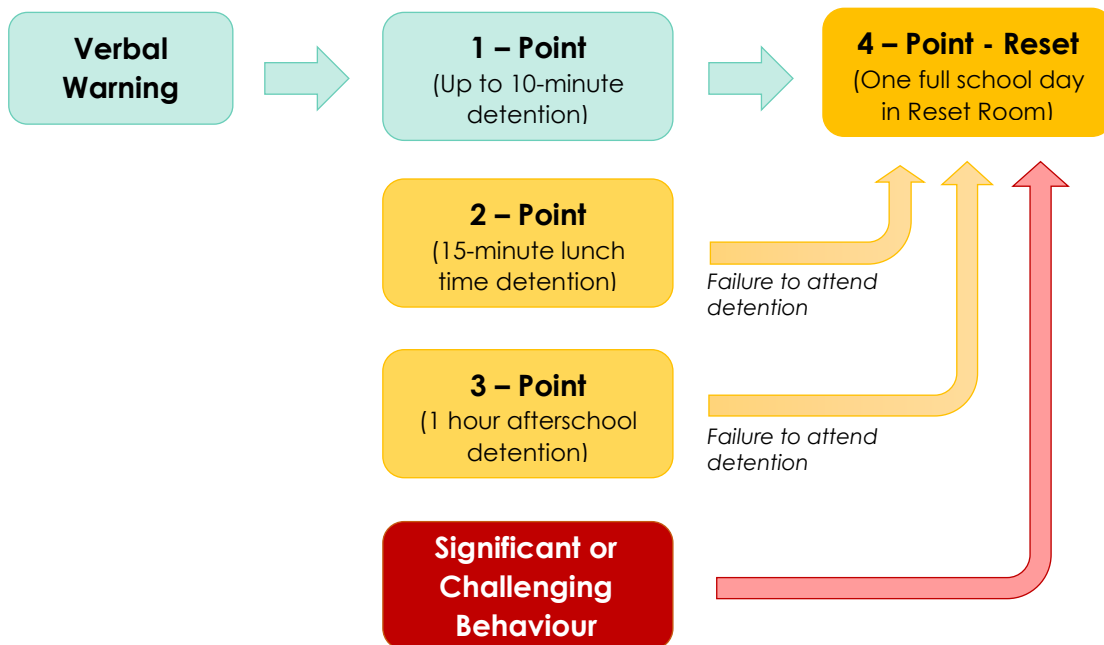## Behaviour Policy

Consequences

Where a student's conduct falls below the standard which could reasonably be expected of them the school will impose consequences in response to student misconduct. The structure of consequences is set out below:

In-Lesson Behaviours
When in lesson, it is the expectation that all students meet the required learning standard.

Failure to meet this standard may result in the following steps:
- Step 1: Verbal warning
- Step 2: 1-point detention
- Step 3: Reset Room

| **Verbal Warning** | → | **1 – Point** (Up to 10-minute detention) | → | **4 – Point - Reset** (One full school day in Reset Room) |

2 – Point (15-minute lunch time detention) — *Failure to attend detention*

3 – Point (1 hour afterschool detention) — *Failure to attend detention*

Significant or Challenging Behaviour

Significant or Challenging Behaviour
Students that demonstrate significant and challenging behaviours e.g. vandalism, defiance, disruption, abuse, dangerous or anti-social behaviours will immediately be referred to the Reset Room.
This behaviour may also result in a suspension or direction.

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Consequence	Details	
Verbal Warning	Student does not meet the expected learning standard	
1-point	Up to 10-minute detention held with the subject teacher. Conversation held *(1 point logged on ClassCharts)*	• Inappropriate behaviour in class e.g. off task, shouting out, distracting others • Insufficient classwork • Insufficient homework • PE kit (1st instance)
2-point	15-minute centralised lunchtime detention *(2 points logged on ClassCharts)*	• Non- attendance at 1-point consequence • Late to tutor time or lesson (punctuality) • Late to school (2nd instance) • Mobile phone or device (1st instance) • Jewellery (1st instance) • Failure to have report signed • Missing essential school equipment • Chewing • Missing or incorrect item of uniform or appearance (2nd instance) • Other
3-point	60-minute centralised afterschool detentions *(3 points logged on ClassCharts* **Parents/carers will receive notification through ClassCharts if students are required to attend afterschool detentions.***)*	• Continued insufficient classwork • Continued insufficient homework • Inappropriate break time or corridor behaviour • Persistent lateness to lesson • Late to School (3rd or 4th instance) • Mobile phone or device (2nd instance) • Jewellery (2nd instance) • Littering • PE kit (2nd instance) • Missing or incorrect item of uniform or appearance (3rd instance or higher) • Wearing uniform incorrectly after warning • Other
4-point	Student to spend 24 hours *(one full school day)* in the Reset Room *(4 points logged on ClassCharts)* **When a student is in the Reset Room, they will have access to food and drink.**	• Failure to attend a 2-point or 3-point detention. • Inappropriate behaviour directed towards staff • Inappropriate behaviour directed towards student • Persistent disruptive behaviour or repeatedly off task • Refusal to follow reasonable requests • Anti-social or unsafe behaviour • Smoking or vaping • Truanting - left lesson or school site without permission • Continued persistent lateness to lesson • Late to School (5th instance or higher) • Mobile phone or device (3rd instance) • Jewellery (3rd instance or higher) • PE kit (3rd instance) • Report threshold reached • Other

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Punctuality

Students are expected to be in school on time, this is to ensure they have a positive start to the school day and ready for the day ahead.

Start of School

Students who arrive late to the start of the school day will receive escalating consequences for each instance. This process is reset each term.

1st Instance	Warning
2nd Instance	2Pt Consequence
3rd & 4th Instance	3Pt Consequence
5th Instance or Higher	4Pt Consequence

Lessons

Students who arrive late to lesson will receive a 2pt consequence for each instance of lateness. Where students are persistently late to lessons, during the school day, Heads of Year or other members of staff with a responsibility for behaviour can escalate the incident to a 3pt or 4pt consequence.

Consideration will be given the frequency and duration of lateness; consequences may be further escalated for extreme or repeated lateness that demonstrates a refusal to attend school or lessons punctually.

Mobile Phones and other Devices

Students are expected to keep mobile phones and other electronic devices (e.g. smart watches) switched off and in their bag during the school day and when they are on the school site. This includes trips and visits unless at the direction of a member of staff, giving them permission to use their device. This ensures students remain focused on their learning, reduces instances of cyber bullying and encourages students to develop interpersonal skills.

Where students do not adhere to this by either using their device or it being heard or seen, they will receive a consequence. Repeated instances of this behaviour across a school year will result in escalated consequences. Such instances will also result in the device being confiscated by a member of staff as set out in the school search and confiscation policy.

1st Instance	2Pt Consequence & phone/device confiscated until the end of the school day. **The student can collect** the phone/device from the designated location in the school.
2nd Instance	3Pt Consequence & phone/device confiscated until the end of the school day. **The student can collect** the phone/device from the designated location in the school.
3rd Instance or Higher	4Pt Consequence & phone/device confiscated until the end of the school day. **A Parent/Carer must collect** the phone/device from the designated location in the school.

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Uniform & Appearance

Uniform creates a sense of belonging and students feel a sense of pride wearing this. It reduces the pressure of students to conform to their peer groups and creates an equity amongst students. It is expected that students, at all times, adhere to the school Uniform Policy (please see Uniform Policy). Failure to adhere to the policy will result in a student being sent to the Reset Room. A student will return to normal lessons when the uniform issue is rectified.

The school will aim to support students by providing any missing or incorrect items of uniform to loan for the day, but this is not always possible. Students may be asked to exchange their phone for an item of uniform, which will be returned to them when the item of uniform is returned at the end of the day, this is not a consequence but ensures items of loaned uniform are returned by the student (e.g., blazer). Where families are struggling to provide uniform for their children, the school will offer support to ensure that all students attending CELT schools have the uniform they require. Parents/Carers can contact the school to get details of the support available.

Missing or Incorrect Items of Uniform

Where students repeatedly have missing or incorrect uniform E.g., no tie, no blazer, ankle socks, trainer) escalating consequences will be issued, these are reset each term.

1st Instance	Warning	Uniform loaned (if possible) to student so they can attend lessons as normal.
2nd Instance	2Pt Consequence	Uniform loaned (if possible) to student so they can attend lessons as normal.
3rd Instance or Higher	3Pt Consequence	Uniform loaned (if possible) to student so they can attend lessons as normal.

Wearing Uniform Incorrectly

Where a student has been reminded to wear their uniform correctly (eg. Untucked shirt) and within a reasonable period of time they are found to be again wearing their uniform incorrectly a 3Pt consequence can be issued.

Where students refuse to adhere to the uniform policy of the school, they will receive a 4Pt consequence for *'Refusal to follow reasonable requests'*.

Significant and Unsafe Behaviours

Students that demonstrate significant and challenging behaviours e.g. vandalism, defiance, disruption, abuse, dangerous or anti-social behaviours will immediately be referred to the Reset Room. These behaviours can occur in or out of lessons. Depending on the severity of the incident and whether this is a repeated behaviour, students may be required to complete an extended consequence within the Reset Room or receive an escalated consequence of a suspension, exclusion or direction.

For severe or repeated behaviour, the school will risk assess if the student is able to safely attend trips or visits and, in some circumstances, students may not be permitted to represent the school or attend non-educationally essential trips. Any such decision will be regularly reviewed by the school.

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Directions, Suspensions and Exclusions

Where approaches towards behaviour management have been exhausted or students demonstrate significant or unsafe behaviour, then directions, suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and staff are protected from disruption and can learn in safe, calm, and supportive environments. Suspensions are issued at the discretion of the Headteacher or other member of staff with this responsibility delegated to them. For further information, please refer to CELT Suspension and Exclusion Policy. The following outlines the structure utilised by CELT schools:

Internal Direction

An internal direction is an intervention where a student is formally directed away from the rest of the school and must work away from their class for a fixed period. An internal direction is a decision made by a member of the senior leadership team, where a student's behaviour is escalating, and more serious measures need to be taken. Typically, a student receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviours escalating.

Trust Direction

A Trust direction is an intervention used when a student is directed to work in a partner school for a fixed period of time. This will be at the discretion of the headteacher or member of staff with delegated responsibility, working in co-ordination with the partner school. A Trust direction may be issued for a serious breach of the Behaviour Policy or for repeated behaviours over time. In the event of a student being issued with a Trust direction, the student will be placed at a host school. The duration of the Trust direction will be assessed on the severity of the incident but will be a maximum of 5 days. This should be the shortest time necessary to ensure minimal disruption to the student's education, whilst mindful of the seriousness of the breach of policy.

Students on a Trust direction will be expected to attend the host school in full school uniform at an agreed time with both schools. The host school is responsible for recording daily attendance and communicating with the registered school. During the period of the Trust direction, when present, the student will be coded as 'B' on their attendance certificate. This indicates that education is being provided off-site and is a positive attendance mark. The parent/carer has full responsibility for the student's journey and transportation to and from the host school. Further breaches of the Behaviour Policy whilst on a Trust direction will result in a failed Trust direction. The registered school are responsible for the issuing of any further consequences following a failure of a Trust direction. At the end of the period, they are expected to return to school and will complete a reintegration day in RESET.

Suspension

Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the school for a fixed period. This should be the shortest time necessary to ensure minimal disruption to the student's education, whilst mindful of the seriousness of the breach of policy. At the end of the period, they are expected to return to school following a reintegration meeting. Before return to their normal timetable students will complete a reintegration day in RESET. A student may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

Permanent Exclusion

Permanent exclusions are where, subject to a decision of the governing board to reinstate the student to the school, the student is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school. This is a very serious decision, and the Headteacher
will consult with the Trust Lead or if unavailable the Deputy Trust Lead or School Improvement Lead as soon as possible in such case.

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Use of Reasonable Force

The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of students but are off the premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

All incidents where students need to be held to help them regulate will be recorded, any student support plans reviewed and parents/carers will be informed as a matter of course. For further information, please refer to our positive touch policy.

Tracking and Report Cards

Tutors are given a weekly report detailing the number of merits and behaviour points including the reasons awarded or issued. Tutors will talk through any issues with students and discuss what is going wrong and how to improve. Where a tutor is concerned about a pattern of behaviour, parents/carers may be telephoned by the tutor and/or the Head of Year. Heads of Year and Curriculum Team Leaders will monitor the number of points issued and work collaboratively with parents/carers to improve the behaviour of students in their year group or subject.

Student reports are based on behaviour points. This intervention is used if there is a pattern of poor behaviour. However, a report card may also be issued as a result of a serious incident or if requested by a parent/carer. The report card is centred on a student's attitude to learning. Students are given clear targets for their behaviour and teachers are asked to sign the report card at the end of each lesson. Parents/carers are also asked to monitor the report card. The purpose is to monitor a student's attitude to learning in the school over a period of time (usually two weeks) and when the student's behaviour improves, the report will be withdrawn.

TUTOR REPORT (Green)	30 Behaviour points	o Call home (tutor) o Report 2 weeks duration minimum
HEAD OF YEAR REPORT (Amber)	60 Behaviour points	o Meeting with parents (HOY) o One day in Reset Room o Report 2 weeks duration minimum
SENIOR LEADERSHIP TEAM REPORT (Red)	90 Behaviour points	o Meeting with parents (SLT) o Two days in Reset Room o Report 2 weeks duration minimum

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SEND

The Trust is conscious of its legal duties under the Equality Act 2010 and SEND code of practice in respect of students with disabilities. Our schools will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face because of their disability compared to their non-disabled peers.

CELT is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. CELT will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

A student support plan will be used for Students with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the school's special educational needs policy (SEND) for more information.

Banned & Illegal Items

CELT does not permit any items on the school premises that could cause harm, be deemed as harmful to others, or are illegal for students to carry. An example of this is any form of weapon or item that could be perceived as a weapon. If these items are found then appropriate consequences will be given in line with the policy. For further information, please refer to our search & confiscation policy.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. The Trust wants to make sure that all Students feel safe and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Each alleged incident will be investigated fully and, if it found that bullying has taken place consequences, support and education will put in place for all students involved. The school behaviour lead or senior member of staff with delegated responsibility will determine the consequence for any instance of bullying. The severity and duration of any instance of bullying will be considered fully when determining the appropriate consequence. The minimum for any instance of bullying will be a 4Pt consequence.

Further details of how the school will prevent, identify and respond to bullying can be found in the school anti-bullying policy.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to all students involved. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow the Child-on-Child abuse policy and Keeping Children Safe in Education statutory guidance.

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Off Site Direction/In-Trust Trial

Where interventions or targeted support have not been successful in improving a Student's behaviour, off-site direction could be used for a time limited placement at an alternative provision or another mainstream school.

If an off-site direction is considered appropriate a meeting is required with the registered school, host school and parent/carer. During the direction, the student will be 'Dual' Registered at both schools for an agreed period of time. This is for 6-12 weeks, reviewed three weekly and will be jointly decided by the registered and host school.

When a student is on an off-site trial and present at the host school, the registered school will code the student as 'D' on their attendance certificate. This is a positive attendance code and indicates that the student is registered at the two schools but is receiving education at the host school. The host school will record attendance daily and will report to the registered school routinely. Students on an off site direction are required to wear full school uniform. During the first week of the off site direction, the host school will provide the student with a school blazer and school tie.

The parent/ carer has full responsibility for the students journey and transportation to and from the host school. In the event that transport to the host school is problematic, the registered school will work with the parent/carer to support attendance at the off site direction.