



CALLINGTON COMMUNITY COLLEGE

BEHAVIOUR POLICY

I AIMS AND PRINCIPLES FOR THE BEHAVIOUR POLICY

Statement by the Governing Body:

The Governing Body of Callington Community College aims to promote and provide a sympathetic and stimulating learning environment for all students, regardless of race, gender and culture. The Behaviour Policy of the college reflects principles of self-discipline, respect for others, proper regard for authority and intolerance of bullying or harassment. It also promotes respect for truth and justice, where students know the difference between right and wrong and are able to cultivate values of fairness and honesty, in an environment of equality. These principles are reflected in the home-college agreement.

II PROMOTING THE ETHOS OF GOOD BEHAVIOUR

Statement by the Headteacher:

The college strives to promote high standards of behaviour, encompassing the values exemplified in GISA and IIE. The Behaviour Policy defines what are acceptable standards of behaviour and seeks to ensure the widest measure of agreement through consultation, along with fair and consistent application. The college provides curricular and other opportunities to encourage students to take responsibility and show initiative and develop an understanding of living in a community.

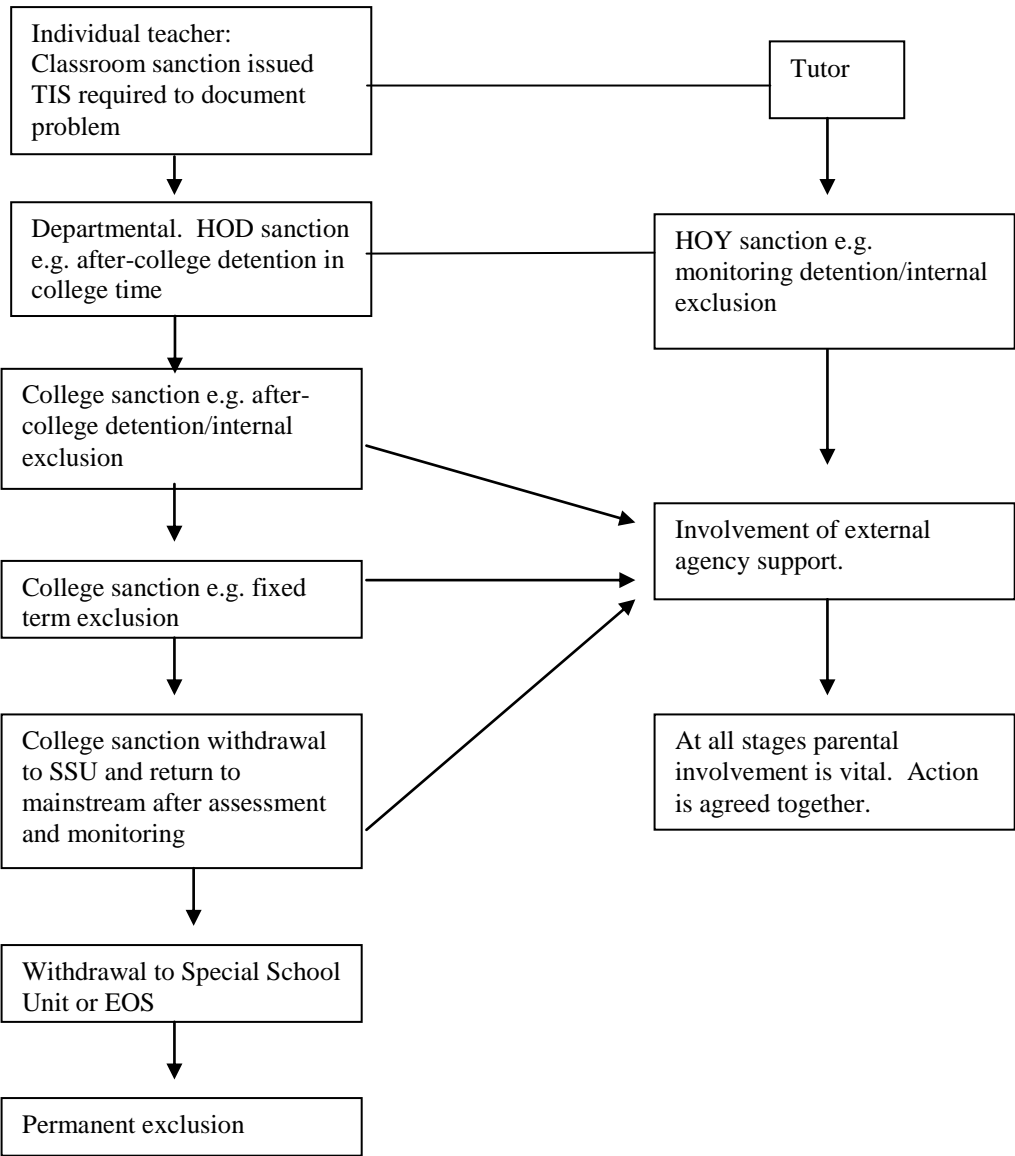
III THE CODE OF CONDUCT – RULES, REWARDS AND SANCTIONS

The college employs positive and constructive rules of conduct, a hierarchy of sanctions and a system of rewards for good behaviour. The college monitors procedures in order to ensure consistency and fairness.

The college rewards achievement by positive recognition of individuals, of class groups by certificates and prizes and other tangible rewards.

Where necessary, sanctions are applied fairly and consistently, in proportion to offences, taking into account all circumstances and within a context of positive reinforcement of good behaviour. Sanctions reinforce the discipline of the classroom teacher.

A sample flow chart of sanctions:



Where detention after college is used parents are given at least 24 hours written notice, unless verbal agreement has been reached between staff and parents.

It is only used when considered necessary by senior staff and any special circumstances like age, religious requirements and travel arrangements are taken into account.

Punishments that are humiliating or degrading are never used. Where appropriate punishments enable students to make reparation.

The college provides effectively for personal and social education, health education, sex education and education on drug misuse. The College Student Support Services and the Tic-Tac Centre promote self-care awareness in both physical and mental health and behaviour.

IV PARTNERSHIP WITH PARENTS/CARERS

The Home-College Agreement seeks to build a partnership with parents so they support the college in promoting good behaviour and attendance. It specifies the college’s aims and values, the college’s responsibilities, the parental responsibilities and the college’s

expectations of the students' conduct. It is clearly linked to college policies and practice and is part of the whole college approach to partnership with parents.

The college will strive to ensure clear lines of communication with parents are established. Staff will involve parents early in problems and action will be agreed together. Relevant staff will be made sensitively aware of adverse family circumstances. Such circumstance will be taken into account when dealing with students.

The college will seek to know who has parental responsibility for all students.

The college will appoint a designated person (JRK) for all students in public care in college.

The college will attempt to ensure that all adults model values such as courtesy and respect with other adults and with students.

V ANTI-BULLYING AND HARASSMENT

The college seeks to eliminate bullying and harassment in whatever form it takes. This is clearly outlined in the College Social Inclusion policy and PHSE syllabus. Strategies involve: An annual Bullying Survey, in order to monitor the existing level of problem or bullying behaviour. discussion of the issue in PHSE and tutorial groups, peer support groups and clear disciplinary sanctions for students involved in bullying behaviour parents are always informed. Students are actively encouraged to report bullying.

VI ATTENDANCE

The college monitors attendance and seeks to achieve a threshold of over 90% by means of active intervention by the Educational Welfare Officer (EWO) and Head of Year (HOY). Students are rewarded for good attendance. Parents are encouraged to support attendance by informing college of absences, by not condoning absences and by not taking holidays during term time. The college will support local police in truancy sweeps and initiate a 'first day response to absence' at specified times.

VII STUDENTS AT RISK

Students at risk are identified and the college seeks to adopt support strategies for those students at risk of disaffection and failure, such as: mentoring, monitoring, alternative curriculum, KS4 special programmes, withdrawal to SSU, involvement of support agencies and curricular flexibility. Such students will have a PSP in place.

VIII SEN – EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

The college recognises that students with EBD need approaches and support that are an extension of the whole college behaviour policy, working in partnership with parents, students and other agencies.

The SENCO has clear procedures for identifying those students who behaviour in causing concern. Such procedures identify and monitor the Record of Need. A dedicated team of staff use a graduated response and wide array of strategies to support those students. Strategies employed are recorded on an IEP or IBP. Where an IEP and IBP is employed it is discussed with parent, students and any relevant external agencies.

Students with EBD who are at risk of exclusion will be monitored or withdrawn by the SSU in order to minimise risk of exclusion. Should reintegration into mainstream not be considered viable, the college will attempt a modified curriculum through education-out-of-college, short-term home tuition with a personal support plan or in KS4, an alternative programme of work related learning. Should all of the above fail, rather than exclusion, students will be referred to the on-site Special School Unit where an alternative curriculum may be employed.