



## **Behaviour and Discipline Policy**

Authors: GJ  
Group: Full Governing Body  
Approved: Reviewed September 2022



## Contents

1. Introduction .....	3
2. Behaviour and Discipline Expectations .....	4
3. The Linton Learner Attributes .....	5
4. Rewards and Sanctions .....	5
4.1 Rewards.....	6
4.3 Behaviour management.....	7
5. Home/School Communication .....	10
6. Positive Handling.....	10
7. Searching and Confiscation .....	10
8. Safeguarding .....	11
9. Bullying.....	11
10. E-Safety .....	12
11. Prevent Duty .....	13
13. Malicious Allegations .....	13
14. Appeals.....	13
15. CCTV .....	13

## 1. Introduction

Linton Village College seeks to deliver an excellent standard of education for *all* students. Positive behaviour is an essential ingredient for an effective teaching and learning environment in which everyone, staff and students alike, can thrive and achieve their best, whilst feeling respected, safe and secure.

This policy sets out clearly and simply the principles, methods and monitoring systems which together seek to ensure that students at Linton Village College treat their peers and staff with respect and consideration, develop a sense of responsibility and exercise self-discipline.

Our key principles are:

- we aim to ensure that the College is a safe and secure environment for staff and students;
- we believe that fairness, trust and mutual respect are crucial to creating an encouraging and positive community;
- we believe that positive relationships between staff, parents/carers and students are central to support students both academically and personally;
- we enjoy and value partnership with our parents/carers and expect support from them in behavioural and/or disciplinary matters. We place great importance on this partnership and understand the significant role that parents/carers play in the education of their child;
- we aim to develop a culture of excellence within the College and in doing so provide students with appropriate and transferable skills and values.

Signed by:		Peter Woodroffe, Chair of Governors
Signed by:		Helena Marsh, Principal

## 2. Behaviour and Discipline Expectations

At Linton Village College we have high expectations of all students. Our Responsible behaviour expectations (see *Appendix 1*) sets concise yet explicit standards of behaviour for all members of the College community. It places a shared responsibility across all stakeholders. Furthermore, in accordance with the College's Safeguarding and Child Protection Policy, safeguarding is everyone's responsibility.

Students must always demonstrate behaviour that is Safe, Ready and Respectful. Specifically, students must:

- Behave at all times in a respectful way, treating all members of the College and the wider community with respect;
- Strive to achieve their full potential;
- Be equipped and ready to learn;
- Work positively, supporting others, and to the best of their ability;
- Take responsibility for their own learning in school and at home;
- Attend school regularly and punctually;
- Behave in a safe; considerate and thoughtful way in school and in the wider community;
- When travelling to school, including on the school bus, students must demonstrate behaviour that is Safe, Ready and Respectful;
- Log any safeguarding concerns with the safeguarding team;
- Behave online in a caring and responsible way;
- Be respectful to the College environment;
- Maintain high standards of appearance, in accordance with the College's uniform expectations;
- Report any inappropriate behaviour witnessed to a member of staff immediately;
- Adhere to the relevant College 'Code of Conduct on College trips and visits.

Staff will:

- Treat students and parents/carers with respect;
- Ensure high-quality teaching and promote an enjoyable, engaging and stimulating classroom experience;
- Help ensure a calm, purposeful learning environment;
- Reinforce uniform expectations;
- Strive to keep students safe from bullying or harassment in any form;
- Log any safeguarding concerns with the safeguarding team in accordance with the College's Safeguarding and Child Protection Policy;
- Address any student behaving in an inappropriate manner;
- Apply rewards and sanctions in a fair, transparent and consistent manner without discrimination;
- Carry out duties conscientiously.
- All teachers will manage behaviour in line with the teacher's standards and the Anglian Learning code of conduct.

Namely they will:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Please also refer to LVC's consistent behaviour management approach displayed in *Appendix 2*.

Parents/carers should:

- Treat all members of the College with respect;
- Support the College in maintaining high standards of behaviour, discipline and learning;
- Attend meetings/events and engage in a positive relationship with the College that supports learning and ethos;
- Ensure that their child is equipped for school, to support learning;
- Ensure that their child attends school regularly and punctually;
- Support and help uphold the College’s uniform expectations;
- Report anything of concern that comes to light regarding students’ behaviour and safety to a member of staff in an appropriate and timely way;
- Recognise success and achievement;

The Principal and Senior Leadership Team will:

- Ensure that the Behaviour and Discipline policy is published on the College website and regularly reviewed;
- Make sure all stakeholders know their responsibilities and, where appropriate, receive training and support in carrying these out;
- Take appropriate action to safeguard staff, students and their parents/carers;
- Produce regular information for staff and governors about the policy and how it is working, and provide training if appropriate;
- Overview the powers and duties for school staff in accordance with the Department for Education’s Behaviour and Discipline in Schools, Advice for Headteachers and School Staff, January 2016.

The Governing Body will:

- Ensure that the College’s Behaviour and Discipline Policy (and related policies) are robust and not discriminatory and are communicated to all relevant stakeholders;
- Ensure that the views of students, parents and staff are listed to when the policy is under review and when making amendments.
- Hold the Principal and Senior Leadership Team accountable for this policy.

### 3. The Linton Learner Attributes

Alongside the College’s ‘Behaviour Expectations’ students are also expected to work towards and demonstrate the Linton Learner attributes. Governors, staff, parents/carers and students have established four attributes as the behaviours, habits and skills of successful learners and moreover what we envisage as important attributes for life.

The Linton Learner attributes (see Appendix 3) are:

Caring  
Curious  
Independent  
Responsible

The Linton Learner attributes underpin what we value, promote and teach at Linton Village College and are incorporated into assemblies, lessons, parent/carer newsletters and communication opportunities around the College and provide context for behaviour, praise and celebration. Staff use the attributes to talk to students and parents/carers about discipline and behaviour for learning as we believe that a common and consistent approach to the language used is also important.

### 4. Rewards and Sanctions

A coherent system of praise, rewards, celebration and sanctions is used at Linton Village College. This system is based upon “live” behaviour points logged onto Go4Schools by staff. Via Go4Schools, behaviour points are visible to students and their parents/carers therefore encouraging further discussion and support at home. The four Linton Learner

attributes provide staff with a starting point for behaviour points but are not an exhaustive list. Rewards are used more frequently than sanctions to promote positive behaviour and general College ethos.

Staff log house points for specific learning behaviours that are linked to the Linton Learner attributes. These learning behaviours are as follows:

<b>Being a RESPONSIBLE learner through focus and commitment to learning in lessons.</b>
<b>Showing RESPONSIBILITY through a leadership role.</b>
<b>Being a CURIOUS learner through contributions to class discussion.</b>
<b>Showing CURIOSITY through completing additional research and study.</b>
<b>Being an INDEPENDENT learner shown by a great standard of home learning.</b>
<b>Showing INDEPENDENCE through involvement in an extra-curricular activity.</b>
<b>Being a CARING learner by showing pride in your classwork.</b>
<b>Showing CARE for others and the College community.</b>
<b>Demonstrating Linton Learner attributes.</b>

#### 4.1 Rewards

Sharing positive achievements with students and parents/carers is a powerful way in which to engage and motivate students in learning. It allows parents/carers to collectively share the successes of their child together with them, whilst also supporting the College. We also believe that these experiences contribute towards building students' confidence and self-esteem, not only as learners, but as people.

Students can receive the following rewards at the College:

<b>Reward</b>	<b>Description</b>
Verbal Praise	Given by any member of staff for positive behaviour, an achievement, progress or efforts demonstrated inside or outside of lessons.
Written Praise	Given by any member of staff within the student's class book or via email.
Linton Learner Stamp / House point	Awarded by staff for demonstration of any one, or combination, of the Linton Learner attributes. If applicable, work is stamped with the Linton Learner logo.
Linton Learner Postcard	Awarded for significant pieces of work, improvement or progress over a given period, regular representation of the College at sports, extra-curricular or arts events. Postcards are sent digitally.
Certificates and badges	A range of certificates and badges will be issued to students when they have accrued a certain amount of house points. The thresholds can be found with the LVC rewards pyramid.
Principal's Award / Linton Blue	Principal's award: Awarded for significant achievements / contributions to learning, exceptional progress or effort, an impressive one-off success or at the discretion of the Principal.  Linton Blue: Awarded for consistently demonstrating the Linton Learner values across the year.
Presentation Evening	Specific awards are presented to Year 11 students for their achievement and/or progress. Year 11 students and their parents/carers are invited into the College in November (after they have left) for this occasion.

## 4.2 The LVC Rewards Pyramid

At LVC we believe that it is important to celebrate the success of our students. As such, it is important to recognise those students who are issued with large numbers of house points. The purpose of the rewards system is to recognise and celebrate the achievements of all students. House points are therefore issued to recognise the progress that students have made as well as the achievements made. The structure of the LVC Rewards Pyramid can be found in *Appendix 4*.

In addition to the above rewards, students also have opportunities to be recognised outside the classroom in the following whole College initiatives:

- 8mates;
- Sports leaders;
- Prefects and senior prefects;
- Tutor Group Representative;
- Participation in extra-curricular activities (such as Duke of Edinburgh Award or Maths Challenge);
- Enrichment challenge.

## 4.3 Behaviour management

The College will always strive to modify behaviour through a variety of means, such as praise, reward and celebration, and communication of the Linton Learner attributes and behaviour expectations. However, inevitably the College will on occasions be required to apply sanctions to improve behaviour and reinforce with students the importance of their own behaviour and how it impacts on others. Moreover, it might be necessary to issue sanctions to students who have been a bystander in an incident and not reported it to a member of staff.

In incidences of poor behaviour, staff will use professional judgement to consistently and fairly employ the College's sanctions listed in order of severity in the table below. The law expects schools to take into account a student's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make 'reasonable adjustments'.

The College will seek to work in partnership with parents/carers regarding poor behaviour. However, the Education and Inspections Act 2006, states that the right to regulate students' conduct and impose sanctions does not depend on individual parental 'permission'. On many occasions, parents/carers will be notified of poor behaviour and the sanction and consequence imposed by the College as we believe that their support is key in teaching positive behaviour and behaviour for learning.

## 4.4 Staged response to lesson behaviour.

During lessons, teachers at LVC promote and model the pro-social behaviours that are conducive to learning. These pro-social behaviours include being independent, responsible, caring and curious. Teachers look for opportunities to issue praise, house points and postcards to students in recognition of the successes of our learners inside and outside of lessons. Teachers will use the LVC staged responses to manage any disruptive or anti-social behaviour that occurs in lessons. The purpose of this approach is to ensure that at LVC we achieve the correct balance between consistency and relational practice. The staged response to lesson behaviour can be found in *Appendix 5*.

## 4.5 Consistent response to behaviour

It is important that there is a set of consistent responses to behaviour that is not Safe, Ready and Respectful. Members of staff will follow this guidance in the majority of cases. Occasionally students will have plans in place which mean that adjustments will be made. A detailed list of the LVC consistent response to behaviour can be found in *appendix 10*.

#### 4.6 Consistent response to incorrect uniform

At LVC we want all of our students to arrive at school each day wearing the correct uniform. We believe that uniform is important because it provides a level playing field for students from all socio-economic backgrounds. To ensure that we achieve our aim, there is a consistent response to students failing to wear the correct uniform. To support parents further you can find the latest school uniform postcard in *Appendix 5*. The consistent approach to uniform can be found in *appendix 11*.

#### 4.7 List of sanctions

**A range of sanctions are used when students display behaviour that is not Safe, Ready or Respectful.**

Sanction	Description
Classroom Based Intervention	All teachers will use the staged response to behaviour in lessons. Alongside this, class teachers might decide to change seating plans and working groups.
Class Teacher Detention/Restorative conversation	<p>This may be awarded to students for poor effort in class, lack of home learning or equipment. The detention will be arranged between the student and member of staff issuing the detention. The duration of the detention is at the member of staff's discretion depending on the sanction. This time will be used for the student and class teacher to discuss the behaviour that led to the detention and how this can be avoided in future.</p> <p>The College recognises that everyone in a class should never be collectively sanctioned. Therefore, whole class detentions are not permitted. On the rare occasion that items or equipment are missing the class teacher may need to speak to the whole class in order to locate them.</p>
Lunchtime detention	Lunchtime detentions are used if a student fails to attend a class teacher detention, or if the initial behaviour in a lesson is considered to be more suited to a longer, more formal sanction. A lunchtime detention is 30 minutes, from 13:20 to 13:50. This is recorded on GO4Schools which is visible to parents/carers. Lunchtime detentions are managed by middle leaders.
After-school Detention	<p>After-school detentions are used if student behaviour is repeatedly poor in class, where previous sanctions have not modified behaviour or where the particular incident of poor behaviour warrants a more significant sanction. An after-school detention is 60 minutes, from 15:10 to 16:10 and supervised by a senior leader. This is recorded on GO4Schools which is visible to parents/carers.</p> <p>The College's usual form of notification of an afterschool detention will be an email from the College. Detentions will be reasonable and proportionate to the offence. Where there might be a particular difficulty regarding transport home, the date and timing of the detention may be subject to negotiation between parents and teachers but this does not remove the College's right to detain. There is no legal right of appeal against detentions.</p>
Principal's detention	A Principal's detention will be given to a student who fails to attend After School Detention. The Principal's detention can also be issued for a one-off serious behaviour issue. This will last for 90 minutes, from 3:00-4.30 and is supervised by the Principal.
Community Improvement	Community improvement may be issued as a sanction to a student if they have caused deliberate damage to the College site or demonstrated serious or persistent anti-social behaviour outside of lessons. This takes place afterschool and is supervised by a Behaviour and Inclusion Officer. Parents will be informed of Community Improvement in the same way as with After School detentions. Parents will be notified of this via the weekly Go4Schools behaviour email.



Internal exclusion	<p>Serious incidences of poor behaviour or repeated lower level misconduct despite advice and guidance may result in students being withdrawn from lessons and/or breaks and lunchtimes to work in a supervised internal exclusion room. Failure to attend the Principal's detention will also result in one day in the internal exclusion room.</p> <p>Parents/carers will be notified by telephone, although permission does not need to be given by parents/carers, and may be asked to come into the College to discuss their child's behaviour. There is no legal right of representation against internal exclusion. Internal exclusion is recorded on Go4Schools which is visible to parents/carers.</p>
Suspension	<p>Only the Principal, or the person in charge of the College in the absence of the Principal, has the power to suspend a student from the College. A student may be suspended for up to 45 days in any one school year. Parents/carers will be notified of a suspension by telephone from their child's Head of Year or a member of the Senior Leadership Team, and also by letter from the Principal. Following any period of suspension, it is routine practice to invite parents/carers and their child to attend a re-admission meeting. This meeting usually takes place on the first morning that the student is due to return to the College. The purpose of the meeting, chaired by a senior member of staff, is to discuss the behaviour that has taken place with all parties present. The purpose of the meeting is to ensure that the student understands why he/she has been suspended, that the student is remorseful for their behaviour and that strategies for additional support, if required, can be explored.</p> <p>Please refer to the College's Suspension and Permanent Exclusions policy for more information.</p>
Permanent Exclusion	<p>Serious incidences of poor and/or dangerous behaviour may result in exclusion from the College. Permanent exclusion may be imposed in response to the most serious forms of misconduct and/or in situations where suspensions have not brought about the required change in a student's conduct.</p> <p>Please refer to the College's Suspension and Permanent Exclusions policy for more information.</p>

#### 4.8 Staged response to behaviour/pastoral interventions

At LVC we understand that at times students will need a therapeutic approach to allow the College to better understand the root causes of behaviour. We also know that some students will need additional pastoral support to help them to change their behaviour. In acknowledgement of this, LVC has a staged response to behaviour/pastoral interventions. This outlines the graduated response to persistent and/or serious instances of behaviour that is not Safe, Ready or Respectful. At each stage students will receive escalated sanctions whilst receiving increased support. Please find below a flow chart which identifies each stage of the College's staged response to both lesson behaviour and behaviour that occurs outside of lessons. Each stage of behaviour/pastoral intervention involves a range of sanctions and support, further details can be found in *Appendix 14*.

An overview of the College's staged response to persistent lesson behaviour and persistent anti-social behaviour outside of lessons can be found in *Appendices 12 and 13* respectively.

#### 4.9 Behaviour outside of College

In addition to poor behaviour taking place during the school day, or on trips and visits, the College will also sanction students outside of the school premises "to such an extent as is reasonable" and in the following circumstances:

- When students are involved in issues outside of College whilst wearing their uniform;
- When students are in some other way identifiable as a student at the College;

- Where the behaviour in question could have repercussions inside the College, for example inappropriate use of social media that poses a threat to another student or member of the public or could adversely affect the reputation of the College;
- Where the misbehaviour in question was on the way to or from the College;
- Where the misbehaviour occurred whilst the student was on work experience;
- Where the misbehaviour in question was on the bus;
- Where the behaviour brings the College into disrepute;
- Where students are not demonstrating behaviour that is Safe, Ready and Respectful whilst on a school trip.

## 5. Home/School Communication

Good channels of communication and therefore positive relationships between home and school reinforces behaviour and learning. The College wishes to work in partnership with parents/carers and in doing so foster a sense of honesty, trust and respect. The College will ensure that communication with parents/carers regarding their child's behaviour is timely and that any issues are discussed in an appropriate manner, for example on the telephone, via email, letter or a face to face meeting. The College also expects parents/carers to communicate with staff in a suitable way so that matters can be professionally resolved by working together. We would like to remind parents that whilst we are able to discuss matters relating to your child, we are not able to discuss other students. Specifically, we are not able to discuss the sanctions issued to other students as a result of behaviour events. The College uses Go4Schools as a means to log both positive and negative behaviour. Rewards and sanctions are recorded on Go4Schools by staff so that students and their parents/carers can see positive and negative totals "live". A weekly behaviour digest will be sent to parents from Go4Schools summarising all behaviour events accrued by their child during the previous week.

## 6. Positive Handling

As outlined in the DfE publication: "Use of reasonable force. Advice for headteachers, staff and governing bodies" July 2013, the use of physical intervention should, wherever possible, be avoided. However, staff have the legal power to use 'reasonable force' in certain situations to control student behaviour. These exceptional circumstances are to prevent students from:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the student themselves), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. (Section 93, Education and Inspections Act 2006)

Some College staff have received specific training in positive handling/restraint and therefore would be able to intervene in an appropriate, dignified and safe way. In any cases where physical intervention is employed, the incident and subsequent actions will be documented and reported. This will include written and signed accounts from all those involved. Parents/carers will be immediately informed.

## 7. Searching and Confiscation

As outlined in the DfE publication: "[Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#)" January the College has a statutory power to search students, or their possessions, without their consent where there is suspicion that the student has "prohibited items". The items included under this power are:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Smoking / vaping equipment;

- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item identified in the school rules as banned may be searched for.

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

On the rare occasion that a student may need to be searched, the search will be conducted by a member of staff who is the same sex as the student and with another member of staff present as a witness. A search will always be carried out in a respectful manner.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings. The College will contact parents within 24 hours of a search taking place, making them aware of the reason for the search and whether anything was found.

The person conducting the search may require the pupil to remove only outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. The member of staff may also search the student's 'Possessions' which means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

The College also has the right to "seize any item, they consider harmful or detrimental to school discipline" as outlined in the DfE publication: "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" January 2018. At Linton Village College mobile phones would fall into this category. They must be switched off and kept out of sight in students' bags between 8:20am-3:00pm, as outlined in the Personal Mobile Devices Policy.

## 8. Safeguarding

Safeguarding is everyone's responsibility at the College and all members of the school community act in the best interests of the child. Staff and governors are trained in how change in a student's behaviour, amongst other things, could be an indicator that something is seriously wrong in their lives. A robust and rigorous referral process is in place for safeguarding concerns at the College and the safeguarding team are swift to respond. Students are also taught about safeguarding through the Linton Learner attributes, 'caring, reflective and responsible' in assemblies, tutor time and in PSHE lessons. There is also a procedure in place for students to log any worries they may have about a peer. Students can report any concerns by submitting a Peer Postcard. Concerns can also be raised by contacting the safeguarding team by email: [thinkpink@lintonvc.org](mailto:thinkpink@lintonvc.org)

## 9. Bullying

The College believes that every student has the right to feel safe at school and therefore takes very seriously any bullying behaviour reported. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the relationships of students in school. Please refer to the College's Anti-Bullying Policy for more information.

## **10. E-Safety**

Online behaviour can have a negative impact on student relationships in school. Technology can be exploited by students in order to bully, embarrass, denigrate, threaten or harass fellow students or members of staff. The misuse of social media inside or outside of the College will not be tolerated and disciplinary procedures will be applied to ensure that students and staff feel safe and secure. Please refer to the College's E-Safety Policy for more detailed information.

## **11. Prevent Duty**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means schools have a responsibility to protect children from extremist and violent views, in the same way that we protect them from drugs or gang violence. Importantly, schools can provide a safe place for students to discuss these issues so that they can better understand how to protect themselves. College staff are trained in how to recognise indicators of radicalisation and extremism and understand the importance of referral to the College's Prevent Lead.

## **12. Illegal Activity**

The College will always report any illegal activity to the police.

## **13. Malicious Allegations**

If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student.

## **14. Appeals**

The College has the right and duty to enforce expectations and discipline students and expects support from parents/carers. Where parents/carers have concerns about the application of the Behaviour and Discipline Policy, they are encouraged to follow the three stages in the College's complaints procedure. These are:

- Stage 1- informal (class teacher);
- Stage 2- formal (Senior Leadership Team)
- Stage 3- formal (Governors via the Clerk)

## **15. CCTV**

As outlined in the College CCTV and Surveillance Policy, the College will only use surveillance cameras for the safety and security of the College and its staff, pupils and visitors. Surveillance will be used as a deterrent for anti-social or violent behaviour and damage to the College. The College will use CCTV as and when appropriate in order to inform investigations into breaches of the College Code of Conduct. The College will adhere to and uphold data protection principles at all times.

Approved:

Date: