

# Behaviour Policy



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# 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-college approach to maintaining high standards of behaviour that reflect the values of the College
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the College community with regards to behaviour management

# 2. Legislation, statutory requirement and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in colleges: advice for headteachers and college staff, 2016](#)
- [Behaviour in colleges: advice for headteachers and college staff 2022](#)
- [Searching, screening and confiscation at college 2018](#)
- [Searching, screening and confiscation: advice for colleges 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained colleges, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained colleges, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in colleges](#)
- [Supporting students with medical conditions at college](#)

This policy is also based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a college's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires colleges to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give colleges the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained colleges must publish their behaviour policy online

## 3. Definitions

**Misbehaviour** can be categorised as, but is not limited to:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Littering

### **Serious misbehaviour**

It is not possible to define every example of 'serious breaches of college discipline' but the most likely ones are:

- Repeated breaches of the college rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

## 4. Roles and Responsibilities

### **a. The Governing Body**

The Governing Body will:

- i. Review this Behaviour Policy in conjunction with the Headteacher
- ii. Monitor the Policy's effectiveness
- iii. Hold the Headteacher to account for its implementation

### **b. The Headteacher**

The Headteacher will:

- i. Review this Behaviour Policy in conjunction with the Governing Body
- ii. Approve this Behaviour Policy

- iii. Ensure that the College environment encourages positive behaviour
- iv. Ensure that staff deal effectively with poor behaviour
- v. Monitor that the policy is implemented by staff consistently with all groups of students
- vi. Ensure that all staff understand the College's behavioural expectations and the importance of maintaining them
- vii. Provide new staff with a clear induction into the College's behavioural culture to ensure they

understand its rules and routines, and how best to support all students to participate fully

- viii. Ensure this policy works alongside the Safeguarding Policy to offer students both sanctions and support when necessary
- ix. Ensure that the data relating to behaviour is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **c. College Staff**

All college staff will:

- i. Create a calm and safe environment for students
- ii. Establish and maintain clear boundaries of acceptable student behaviour
- iii. Implement the Behaviour Policy consistently
- iv. Communicate the College's expectations, routines, values and standards through teaching behaviour

and in every interaction with students

- v. Model expected behaviour and positive relationships
- vi. Provide a personalised approach to the specific behavioural needs of students
- vii. Consider their own behaviour, the extent to which it reflects the College's culture how they can uphold college rules and expectations
- viii. Record behaviour incidents promptly and accurately
- ix. Challenge students to meet the College's expectations

### **d. Parents and Carers**

Parents and carers should:

- i. Get to know the College's Behaviour Policy and reinforce it at home, where appropriate
- ii. Support their child in adhering to the College's Behaviour Policy
- iii. Inform the College of any changes in circumstances that may affect their child's behaviour
- iv. Discuss any behavioural concerns with their child's PD tutor or subject teacher promptly
- v. Take part in any pastoral work following misbehaviour (*for example, by attending reviews of specific behaviour interventions*)
- vi. Raise any concerns about the management of behaviour with the College directly, whilst continuing to work in partnership with the College
- vii. Take part in the life of the College and its culture

The College will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the College's policy and by working in collaboration with them to address behavioural issues.

## e. Students

Students will be made aware of the following:

- i. The expected standard of behaviour they should be displaying at college
- ii. That they have a duty to follow the Behaviour Policy
- iii. The College's rules and routines
- iv. The rewards that they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- v. The pastoral support that is available to them to help them meet the College's behaviour standards

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

## 5. Behaviour Curriculum

At Unity College, we develop children's character through our Behaviour Curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our students to grow into adults who are polite, respectful, grateful and who put others before themselves, demonstrating our core values of Unity, Passion and Respect. We believe that, as students practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them; helping to shape a college environment that is ready, respectful and safe for all.

The curriculum is taught explicitly during the first half of the Autumn term in PD time and through year group assemblies and is reinforced by staff in all lessons. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Behaviour Curriculum and the 'Unity Way' are revisited with students and will continue to be reinforced throughout the year, in all subjects. Teachers will also demonstrate these behaviours through modelling and will ensure students have many opportunities to practise these (particularly in the first few days of each term). Further information about the Behaviour Curriculum can be found at *Appendix 3*.

## 6. Responding to Behaviour

### Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the college. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the College's classroom rules
- Develop a positive relationship with students, which will include:
  - Greeting students at the door at start of each lesson
  - Establishing clear routines
  - Modelling positive behaviour and communication to ensure that students understand what is expected
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement

## Safeguarding

The College recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to Children's Social Care is appropriate. Please refer to the College's **Safeguarding and Child Protection Policy** for more information.

### Responding to positive behaviour

When a student's behaviour meets or exceeds the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the College's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the college's behaviour culture.

### Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When sanctioning behaviour, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Personal circumstances (e.g., *student background, SEND and any other circumstances*) of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, whilst also considering the impact on perceived fairness.

#### a. Rewards

To encourage students to make positive choices and to create a positive environment for learning, Unity College uses a merit and demerit system. The system will provide rewards for positive behaviours and consequences for negative behaviours.

Merits are recorded and collated in Synergy and are easily accessible for students, parents and carers through the 'School Synergy' app.

#### Daily Rewards

Students receive merits:

- i. For demonstrating the College's values (*see Appendix A*)
- ii. Through the Attitude to Learning framework (*see below*)
- iii. For excellent attendance and punctuality

The College works on the principle of positive reinforcement. As such, every student is, each morning, issued with six merits (one per lesson) with a positive message from the Head of Year.

#### Weekly Rewards

Each week, PD Tutors will share the running totals of Merits for their tutor group, celebrating and sharing success on both an individual and tutor group level.



## b. Attitude to learning

Grade	Description	Teacher Action
1	<p>If any of these apply, then <b>Grade 1</b> will be issued:</p> <ul style="list-style-type: none"> <li>Highly motivated and engaged.</li> <li>Effort is consistent and sustained throughout the lesson.</li> <li>Demonstrates highly positive response to challenge and significant resilience.</li> <li>Contribution to the lesson is particularly active and sustained, demonstrating a love of learning.</li> <li>Demonstrates a sustained positive impact on the learning of others, showing leadership or supporting the learning of others.</li> <li>Responds very positively and actively to feedback.</li> <li>Written work is the best that the student can produce, both in quality and presentation.</li> <li>Oral contribution to the lesson is exceptional.</li> </ul>	<p>Change register mark to <b>1</b></p> <p><b>3 merits</b> automatically awarded on Synergy.</p>
2	<p>If any of these apply, then <b>Grade 2</b> will be issued:</p> <ul style="list-style-type: none"> <li>Fully engaged in the lesson – no off-task behaviour.</li> <li>Responds well to challenge, demonstrating resilience.</li> <li>Actively contributes to the lesson as required.</li> <li>Works well with others if required to do so (e.g., pair or group work)</li> <li>Responds positively to feedback and acts on it.</li> <li>Written work is of good quality and well presented.</li> </ul>	<p>Change register mark to <b>2</b></p> <p>Merit awarded at the start of the day is automatically retained on Synergy.</p>
3	<p>If any of these apply, then <b>Grade 3</b> will be issued:</p> <ul style="list-style-type: none"> <li>Engagement in the lesson is variable - some off-task behaviour.</li> <li>Does not respond positively to challenge - unwilling to persevere with challenging work.</li> <li>Does not actively contribute to the lesson - passive.</li> <li>Does not work well with others if required to do so - passive or uncooperative.</li> <li>Does not engage with feedback or act on advice to improve work. Written work is not of a satisfactory quality.</li> </ul>	<p>Change register mark to <b>3</b></p> <p>Record a warning on Synergy, providing as much as detail as possible.</p> <p><b>1 demerit</b></p>
4	<p>If any of these apply, then <b>Grade 4</b> will be issued:</p> <ul style="list-style-type: none"> <li>Frequently disengaged with learning - repeated off task behaviour.</li> <li>Displays a significant lack of effort and motivation.</li> <li>Avoids challenge - will not engage with challenging work. Actively avoids contributing to the lesson.</li> <li>Does not work well with others.</li> <li>Distracts others and encourages off task behaviour.</li> <li>Written work is of a poor quality.</li> </ul>	<p>Change register mark to <b>4</b></p> <p>Record a sanction on Synergy. Create a <b>behaviour incident</b>, logging details.</p> <p><b>3 demerits</b></p>
5	<p>Not possible to continue teaching with student in the room due to disruption and so student is removed.</p>	<p>Change register mark to a <b>5</b></p> <p>Students are removed from the lesson.</p> <p>Create a <b>behaviour incident</b> on Synergy.</p>

## C. Sanctions

Rewards are central to the encouragement of good behaviour. Realistically, however, there is a need for proportionate sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the College community.

The use of sanctions should be characterised by two key features:

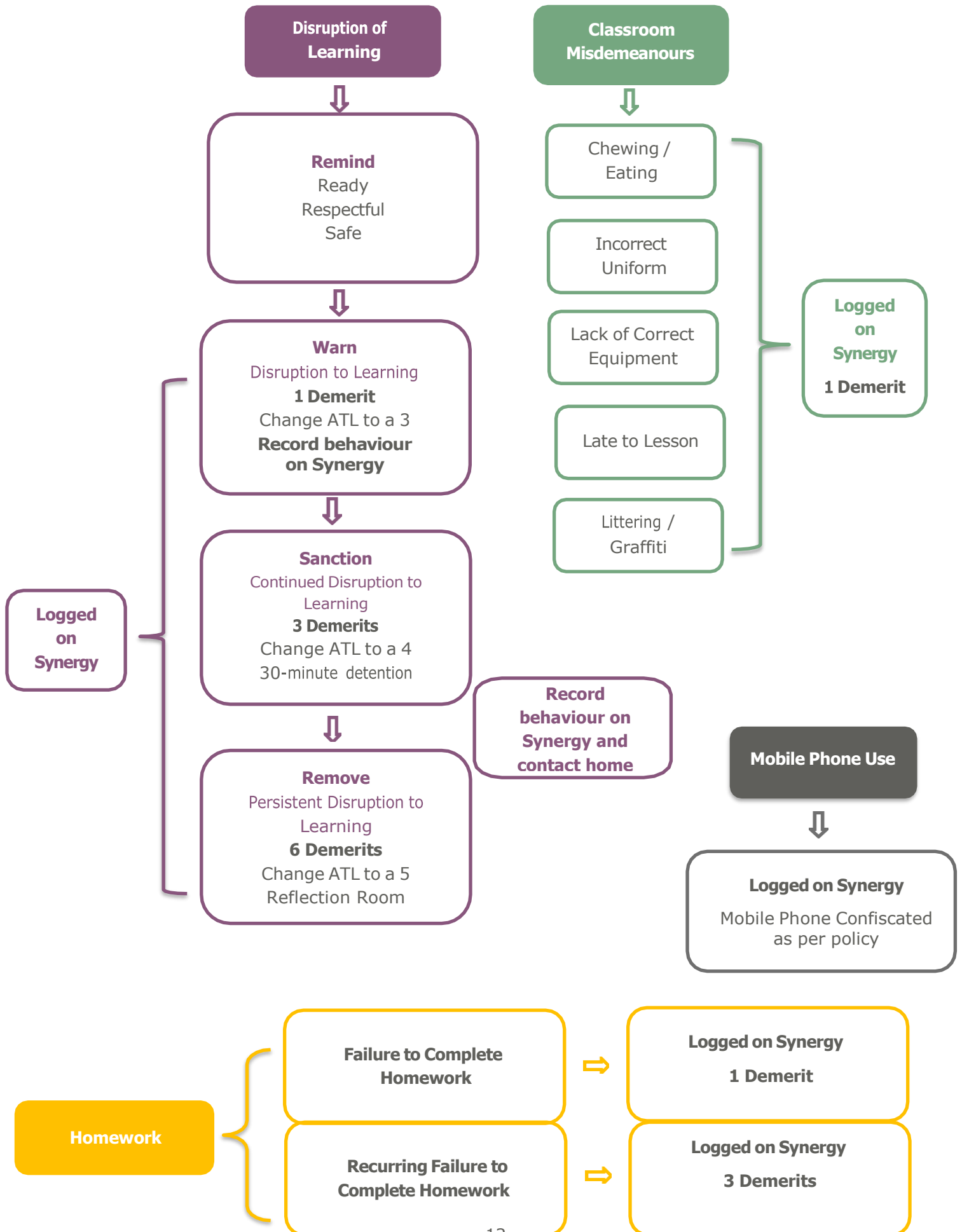
1. It must be clear why the sanction is being applied
2. It must be made clear what changes in behaviour are required to avoid future sanctions

The sanctions available to the College include, but are not limited to:

- Detentions (breaktime, lunchtime or after college) or other loss of unstructured time
- Confiscation, retention or disposal of a student's property
- Withdrawal of privileges (trips, visits, etc.)
- Withdrawal from lessons
- Reflection Room
- Alternative timetable (arranged on an individual basis)
- Fixed Term Suspension (increasing incrementally for repeat offences)
- Managed move (fresh start) to another school or college
- Direction to Alternative Provision
- Permanent exclusion

For further information about suspension and exclusions, see the College's **Suspensions and Permanent Exclusion Policy**.

Classroom misbehaviour



It is essential that staff effectively and consistently manage behaviour that disrupts the learning of others by giving clear signals to students of the inevitable consequences of continued misbehaviour.

Staff will use and adapt behaviour management strategies to help support students and prevent them from entering the next sanction stage.

A student may be removed by a class teacher for persistent disruptive behaviour that breaches our college's expectations. We expect, **as an absolute minimum**, that our students are:

### **Ready**

- Arrive at college and lessons on time
- Wear the correct uniform
- Have the correct equipment
- Actively listen to the person talking
- Follow instructions the first time
- Start work straight away

### **Respectful**

- Greet others politely
- Use appropriate language when addressing others
- Look after the College environment and equipment
- Support others in their learning
- Recognise when others have done something for you

### **Safe**

- Move calmly around the college site
- Make positive decisions regarding your health and wellbeing
- Seek help from others when needed
- Display high levels of hygiene
- Model safe behaviours on the journeys between college and home

All staff will use appropriate classroom management strategies before initiating the below steps.

### **Level 1 - Remind**

If a student is not meeting minimum classroom expectations, the teacher must remind the student by saying: *"(Name) I am now reminding you about your behaviour and giving you an opportunity to change your behaviour."* Nothing is recorded on Synergy at this stage.

### **Level 2 - Warn**

If a student does not correct their behaviour and the disruptive behaviour continues, then they are not ready to learn. The teacher must give the student a formal verbal warning by saying: *"(Name) I am now giving you a verbal warning for \_\_\_\_\_"* The teacher will log the warning on Synergy. **One demerit** will be assigned at this stage.

### **Level 3 – Sanction**

If there is still no improvement, the teacher will log this on Synergy, by clicking the 'RECORD' button and adding a reason. The teacher must then say to the student: *"(Name) I am now recording this on Synergy and if you choose for your behaviour to continue to disrupt learning you will be placed in the Reflection Room."* An opportunity will then be taken at this step to quietly remind the student about classroom



## **Interventions**

Students will be identified for interventions through analysis of the behaviour logs on Synergy and through regular staff communication. Interventions are used to support students manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion.

### **After-college centralised detentions**

At Unity College we run a 'same day' after college centralised detention system. Parental consent is not required for detentions. If a student receives an after-college detention, they will be required to stay after college on that day. Parents or carers will receive notification via Synergy, informing them of the detention or detentions.

Staff who set the original detention will come to the detention venue to discuss the reason a detention has been issued. Students will be expected to accept responsibility and adjust their behaviour.

### **Missing after-college detentions**

If a student fails to attend, they will be expected to complete the detention the following college day. It will be rescheduled with an additional after college detention of 30 minutes added for 'missing their detention'.

If a student accumulates more than a total of 90 minutes' of after college detentions in a day, they will be placed in the Reflection Room the following day from 8.50 am – 4.10 pm.

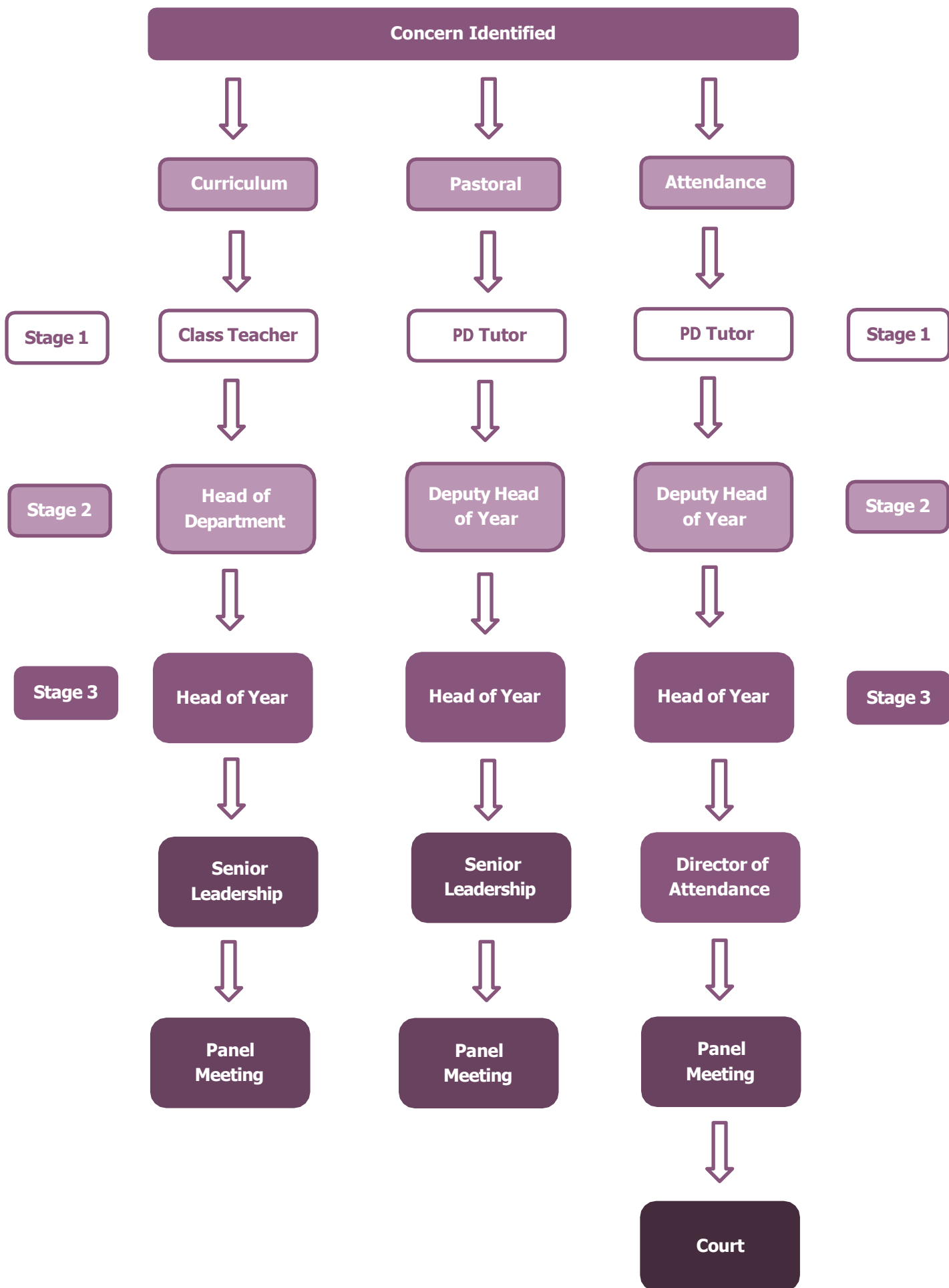
If a student persistently receives and/or misses detentions, parents will be contacted and a meeting will be arranged to discuss further interventions by their Head of Year or, if subject specific, the Head of Department.

*What if I cannot pick up my child from college or we live too far away for my child to be detained?*

As a student at Unity College, your child must attend after college detentions. It is a parent's or carer's responsibility to arrange for children to get to and from college. We will expect your child to complete the after-college detentions as stated above. We are unable to change after college detentions to lunchtime or break time detentions. We do understand exceptional issues can occur and we will of course work with parents/carers to resolve these. However, such issues are rare, and we will only consider exceptional cases.

*What do students do in the after-college detentions?*

Students will complete a reflective task where they think about the reasons why they were issued the after-college detention and then consider how they can prevent issues in the future.



Report	Next step	Intervention
<b>Concern Identified</b>	PD Tutor Report or Class Teacher Report	Triggered by 16 demerits issued in general or Triggered by 16 demerits issued in subject
<b>Class Teacher Report</b>	Escalate to Head of Department Report if targets not met after two-week period.	Targets set with Class Teacher recorded on Synergy Weekly contact home to review targets
<b>PD Tutor Report</b>	Escalate to Deputy Head of Year Report if targets not met after two-week period.	Targets set with PD Tutor recorded on Synergy Weekly contact home to review targets
<b>Deputy Head of Year Report</b>	Escalate to Head of Year Report if targets not met after two-week period.	Targets set with Deputy Head of Year recorded on Synergy Weekly contact home to review targets Parent Meeting if at risk of not meeting targets
<b>Head of Department Report</b>	Escalate if targets not met after two-week period.	Targets set with Head of Department Lesson visits Weekly contact home to review targets Parent Meeting if at risk of not meeting targets
<b>Head of Year Report</b>	Escalate if targets not met after four-week period.	Targets set with Head of Year Communication with parent or carer Failure to meet targets may result in Reflection Room time Investigate other external support Failure to meet targets may result in referral to Inclusion Team
<b>SLT Report</b>		Targets set with SLT Meeting with Senior Leadership Team and parent or carer; behaviour contract put in place – review 4 weeks 'Lesson Visits' – Head Of Year / Senior Leadership Team

### Reflection Room

In response to serious or persistent breaches of this policy, the College may remove a student from the classroom for a limited time. Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour or persistent disruption to the learning of other students.



Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of the Pastoral Team and will be removed for the remainder of the College day. Parents will be informed on the same day that their child is removed from the classroom.

When students arrive at the Reflection Room they will be met by a member of the Inclusion Team. On arrival, the following will take place:

- The student will be registered into the Reflection Room
- The student will complete a reflection task booklet
- Parents or carers will be informed via synergy if a student is removed from lesson to inform them that they have been placed into the Reflection Room
- If a student is removed from a lesson then the Class Teacher will also contact the students' parents/carers to discuss the reasons why they have been removed from lesson
- The student will attend the full after school detention (30mins) that day
- Students in the Reflection Room during lunchtime will be able to access a cold lunch option only.

The Reflection Room aims to support students who are displaying behaviour that are disrupting other students.

### **Disruptive behaviour in the Reflection Room**

Students who do not adhere to the expectations of the Reflection Room by displaying defiant and/or disruptive behaviour will follow the following process of rectification or escalation. A student has the opportunity to rectify their conduct before a fixed-term suspension is issued.

- A member of the Pastoral Team will speak to the student, explaining how their behaviours do not meet the expectations of the Reflection Room and how the student is at risk of escalation resulting in an extended day of up to 90 minutes.
- A member of the Pastoral Team will speak to the parent or carer of the student, explaining how the behaviours of the child do not meet the expectations of the Reflection Room and how the child is at risk of escalation to suspension. If it is appropriate, the child will speak to the parent or carer to reinforce this message
- A member of the Pastoral Team will speak to the parent or carer of the student, and arrange a meeting with the parent or carer to support.

A student who has been placed into the Reflection Room will not be permitted to participate in or attend any extracurricular activities or student activities conducted on or off school premises for the duration of the internal suspension.

The College will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Heads of Year or PD Tutors
- Direction to the Inclusion Team so that the student can be re-taught the necessary skills for good conduct
- Use of teaching assistants
- Long term behaviour support plans
- Use of off-site alternative provision

A student who has been placed into the Reflection Room will not be permitted to participate in or attend any extracurricular activities or student activities conducted on or off school premises for the duration of the internal suspension.

### **Category 'A' behaviours**

Students who engage in, or are associated with, Category 'A' behaviour/s can be placed into the Reflection Room by a member of the Senior Leadership Team or Head of Year. Alternatively, they may be removed from college with immediate effect and parents/carers asked to come and collect them until such a point when further information can be sought in relation to any incident.

Please note, whilst an individual may not be directly responsible for an infringement of our behaviour policy, 'guilty by association' will also be applied to any given situation. Therefore, if a student is connected to an infringement in some way, such as being present in a group, they will also be sanctioned accordingly.

Category 'A' behaviour/s will be dealt with by the Senior Leadership Team and/or Head of Year, reporting finally to the Headteacher. If there is clear evidence, or on the balance of probabilities, that one or more of the below actions have taken place, then permanent exclusion will be deemed the appropriate sanction from the outset. Depending on the nature and severity of an incident, fixed-term suspension may be considered. Should permanent exclusion not be considered appropriate at the time, but the behaviour is still considered serious, fixed-term suspension and other sanctions will be applied as necessary

Category 'A' behaviours include, but are not limited to:

- Physical/verbal abuse of staff
- Violent physical conduct towards another student
- When student behaviour constitutes a serious threat to the health and safety of others
- Serious damage to/theft of college, or an individual's, property
- Bullying: criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual
- Cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Misuse of electronic communications and social media, including social networking sites, including outside of college and/or outside of college hours, where the action of a student brings the reputation of the college into disrepute
- Acts of misconduct that take place outside of college and/or outside of college hours, where the action of a student brings the reputation of the College into disrepute
- Discrimination: not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment: behaviour or verbal abuse towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Vexatious behaviour: deliberately acting in a manner to cause annoyance or irritation
- Possession of legal or illegal drugs, alcohol or tobacco/e-cigarettes and/or associated paraphernalia
- Being at college under the influence of drugs or alcohol
- Possession of banned/prohibited items
- Truancy
- Smoking (including e-cigarettes and/or associated paraphernalia)
- Refusing to comply with disciplinary sanctions
- Persistent refusal to follow instructions
- Any illegal behaviour

This list acts as a guide and is by no means exhaustive or exclusive. The Headteacher has the discretion to impose suspension or permanent exclusion for other serious breaches of college procedures in line with legal guidelines.

For further information about suspension and exclusions, see the College's **Suspensions and Permanent Exclusion Policy**.

#### d. Student Support

The College recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The College's Inclusion Team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 7. Use of reasonable force

The use of restraint is not taken lightly and is used to restrain or control a student in certain situations. The decision to physically intervene is down to the staff concerned and will depend on the individual circumstances that they are presented with. Where possible all reasonable adjustments will be made to resolve a situation prior to intervening physically.

Staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents or carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 8. Confiscation, screening and searching

Ensuring College staff and students feel safe and secure is vital to establishing a calm and supportive environment that is conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure student and staff welfare is protected, and that the College establishes and maintains an environment where everyone is safe.

The College follows Government advice when confiscating items from students, which is outlined in the document [Screening, Searching and Confiscation - Advice for Schools](#).

The College's **Searching, Screening and Confiscation Policy** sets out, in detail, the College's framework for responding to a student having or suspected of having a prohibited or banned item. Prohibited items are set out in subsection 3 of Section 550ZA of the Education Act 1996.

For clarity, the following items are banned items and must not be brought into Unity College:

- knives and weapons
- alcohol
- illegal drugs, banned substances, and associated paraphernalia
- any form of psychoactive substances ('legal highs')
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of, any person (including the student)
- cigarettes, tobacco, lighters/matches, E-cigarettes, vaporisers ('vapes'), and associated paraphernalia
- fireworks
- pornographic images, including digitally stored pornographic images
- energy drinks and fizzy drinks
- laser pens
- chewing/bubble gum
- any other dangerous items or substances.

The College will automatically confiscate any of the items above and these items will not be returned. The following items are also not permitted in College:

- smartwatches and games consoles
- any jewellery with the exception of a wristwatch

The College will automatically confiscate any banned items brought into college or on college trips and visits and has the power to search students with or without consent for these items. There may also be severe penalties for students, up to and including permanent exclusion.

## 9. Beyond the College gates

Teachers have a statutory power to discipline students for misbehaviour outside of the College premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).

Examples include but are not limited to:

- Students who misbehave on the way to or from college, outside the College gates or otherwise in close proximity to the College
- Students who misbehave wearing college uniform or are in some other way identifiable as a student at the College
- Students who misbehave during an educational visit, work experience or whilst the student is taking part in a further education course as part of a college programme
- Students who misbehave whilst representing the College in a sports event with another college or any other event which might affect the chance of opportunities being offered to other students in the future
- Students who misbehave whilst attending another provision at which they are dual-registered

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the College
- Poses a threat to another student
- Could adversely affect the reputation of the College

## **10. Online misbehaviour**

The College can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the College
- It adversely affects the reputation of the College
- The student is identifiable as a member of the College

## **11. Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the College will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the College will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the Police, the member of the senior leadership team, Head of Year or Deputy Head of Year will make the report.

The College will not interfere with any police action taken. However, the college may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action.

If a report to the Police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **12. Sexual harassment and sexual violence**

The College has a zero-tolerance approach to sexual harassment and sexual violence. The College will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The College's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The College has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our **Safeguarding and Child Protection Policy** and the College's **Sexual Harassment and Sexual Violence Policy** for more information.

## 13. 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'.

One-off incidents, whilst they may be very serious and will always be dealt with, do not fall within the definition of 'bullying'.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against, there is an imbalance of power, which makes it hard for those being bullied to defend themselves

Details of our college's approach to preventing and addressing bullying are set out in the College's **Anti-Bullying Policy**.

## 14. Mobile phones and electronic devices

There exists concern about the possibilities of disruption to learning caused using mobile telephones and other electronic equipment in college. Telephones with the capability to take photographs and digital cameras themselves can be misused to infringe the right to personal privacy. The possession of mobile telephones and other types of electronic equipment can jeopardise candidates' positions in public examinations. All Examination Boards threaten disqualification from all subjects for students found with any electronic equipment in an examination. Student use of social media is often negative and leads to friendship conflict and potentially bullying.

Because of the issues raised above:

- Mobiles must not be used at all whilst in college or on the College site, from the point of arrival to the point of departure  
**students will be allowed to use their mobile phone to contact home relating to safety and transport after a drama, music, sporting or other extra-curricular activity. If this is inside the College building**

**permission from a member of staff must be sought and the use of the mobile device will be supervised by the member of staff giving the permission.**

- The College is not responsible for damage to or loss of mobile phones.
- Students are not allowed to use their mobile phones when outside the building at break to lunch time
- Videos or voice recordings are not to be taken on college premises
- Students cannot listen to music on phones or other electronic devices during the college day

We accept that there will be times when parents and carers feel it is desirable for their children to contact them or be contactable by them. If parents and carers wish to contact students during the College day, they should telephone the College and a message will be sent to the child. If students wish to contact parents, they should seek speak to a member of staff who will allow them to use the College's telephone system.

Unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our college. As a consequence, mobile telephones used, seen or heard during the College day will be confiscated.

- The first time the phone is confiscated, a 30-minute detention will be issued. The phone will be returned to a parent or guardian only at the end of the day.
- The second time the phone is confiscated, a 60-minute detention will be issued. The phone will be returned to a parent or guardian only at the end of the next college day.
- The third time the phone is confiscated, a 90-minute detention will and when required a meeting between the student, parent or carer and the Head of Year will be arranged. The phone will be available for collection by a parent or guardian only at the end of a seven-day period.

Continued defiance that leads to further confiscations will result in a meeting with the Head of Year and a member of the Senior Leadership Team to agree on a personalised support plan.

## 15. Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation requires help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The College will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our **Safeguarding and Child Protection Policy** and our **Managing Allegations Made Against Staff Policy** for more information on responding to allegations of abuse against staff or other students.

## 16. Wilful damage

Any wilful damage caused by students will result in an invoice being raised for the cost of repair of that damage. The bill will be given to all parties involved in causing the damage and the College will expect it to be paid. In addition, if the damage is deemed to be of a criminal nature, the College will consider prosecution of the perpetrator(s). The police may be involved in the investigation of the matter.

## 17. Responding to misbehaviour from students with SEND

## **a. Recognising the impact of SEND on behaviour**

The College recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the College will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- i. Making reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the college's policies or practices (Equality Act 2010)
- ii. Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the College must co-operate with the local authority and other bodies.

As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Our approach is to anticipate and remove triggers of misbehaviour below and may include:

- iii. Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- iv. Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- v. Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- vi. Training for staff in understanding conditions such as autism
- vii. Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

## **b. Adapting sanctions for student with SEND**

When considering a behavioural sanction for a student with SEND, the college will consider:

- i. Whether the student was unable to understand the rule or instruction
- ii. Whether the student was unable to act differently at the time because of their SEND
- iii. Whether the student is likely to behave aggressively due to their SEND

The College will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **c. Considering whether a student displaying challenging behaviour may have unidentified SEND**

The College's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support



programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **d. Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the College will co-operate with the local authority and other bodies.

If the College has a concern about the behaviour of a student with an EHC plan, we will contact the local authority to discuss the issue. If appropriate, the College may request an emergency review of the EHC plan.

### **18. Supporting students following a sanction**

Following a sanction, the College will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the College. In these meetings we will always consider the views of the child and their parents when considering the next steps and a support plan for the student.

Support may include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Team
- Parent or carer meetings with The Pastoral Team
- A report card with personalised behaviour goals
- Behaviour Support Plan
- The involvement of external agencies

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **19. Behaviour of visitors, parents/carers and family members**

Behaviour expectations extend to all visitors to the College, including parents, carers and the families of students. They also apply to contractors working on the College premises.

Everyone has a duty to behave in an acceptable and appropriate manner.

Members of the College staff have a right to work, as students have a right to learn, free from fear of physical or non-physical assault and abuse in an environment that is properly safe and secure. Behaviour that is contrary to this is defined as “the intentional application of force against the person of another without lawful justification, resulting in physical injury or personal discomfort” and “the use of inappropriate words or behaviour causing distress and/or constituting harassment”.

It is very difficult to provide a comprehensive description of all types of incidents that are covered under this definition, however, examples of the types of behaviour covered are summarised below:

- physical contact or attack
- offensive language
- verbal abuse and swearing
- unwanted or abusive remarks
- negative, malicious or stereotypical comments
- invasion of personal space
- brandishing of objects or weapons
- near misses *i.e.*, *unsuccessful physical assaults*
- offensive gesture

- threats or risk of serious injury to a member of staff, a student or visitor
- bullying, victimisation or intimidation
- unreasonable behaviour and non-cooperation such as repeated disregard of the availability of staff due to teaching and other commitments
- deliberate damage to or vandalism of property

This is not an exhaustive list.

Such behaviour can be either in person, by telephone, letter, email, on social media or other form of communication and is not confined to incidents occurring on the College site e.g., *it could occur on the street or in any other public or private place.*

A range of measures can be taken by the College in response to any of the above behaviours, which seek to reduce the risks and demonstrate acceptable standards of behaviour. These responses may include:

- verbal warnings
- written warnings
- barring from the College site
- reporting incidents to the police with a view to prosecution

## 20. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (*Appendix 1*) will be reviewed and approved by the governing body annually.

## 21. Links to other policies

This policy is linked to Unity College's:

- Suspensions and Permanent Exclusion Policy
- Safeguarding and Child Protection Policy
- Confiscation, Searching and Screening Policy
- Anti-Bullying Policy
- Managing Allegations Made Against Staff Policy
- Parent, Carer and Visitor Conduct Policy
- Complaints Policy
- SEND Policy

## Appendix 1 Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff
- The Suspensions and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the College and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

## Appendix 2 Unity College Values

Everything we do to achieve our vision is underpinned by our values. Students are rewarded for demonstrating the College's values.

### Unity

**Students demonstrate unity when they are a kind, considerate, compassionate, empathetic and tolerant member of our community.**

*What does this look like? What do we reward?*

- Students are considerate of other people's ideas and beliefs and discuss them with tolerance and understanding. They demonstrate empathy when exploring other points of view, whether belonging to people in the room or to ideas shared in texts or other resources.
- Students are aware of the impact of their actions, however small, and will try to support their teachers and peers in contributing to a positive atmosphere.
- Students use appropriate language and tone in and beyond the classroom and will listen to others without interrupting them. They may reference another student's ideas to acknowledge their work.

### Passion

**Students demonstrate passion when they are ambitious, creative and resilient in their learning - both within and beyond the classroom.**

Students who demonstrate their passion for learning strive to always produce their very best work, understanding that this is the only work that fairly represents them. They want to succeed and know that this success will support success throughout their lives: the knowledge, skills and behaviours they learn here develop their character and their talents, opening doors and experiences in college and beyond. They demonstrate the ability to think about a task or a problem in a new or different way and use their imagination to generate new ideas. They understand how to solve complex problems or find interesting ways to approach tasks. They understand the value of using existing knowledge to find patterns and make connections to find opportunities. They ask pertinent questions to develop their understanding, make observations and are confident to experiment. They understand the importance of getting things wrong and know that it is better to try and fail than to not try at all; they accept that knowledge is gained in the process and is often deepened by dealing with misconceptions and mistakes. They see feedback as a tool used to support them and accept that constructive criticism is part of that support.

*What does this look like? What do we reward?*

- Students engage with all aspects of the process of learning: they listen well to instruction, explanations, questions and others' responses. They think deeply about what they hear and are shown and make every effort to use this to develop their own ideas.
- Students actively engage in discussion and make contributions that support their own learning as well as contributing positively to the learning environment. They ask questions that clarify ideas and extend them.
- Students want to achieve as highly as they are able; they will not accept a mediocre response as 'good enough' but will always ask, 'Is this my very best?' They do not submit work that contains errors they are capable of correcting themselves.
- Students want to learn as much as possible in their time with us and make the most of the support available to them.
- Students make mistakes and persevere in order to improve.
- Students show a positive attitude to learning and to any form of feedback, using this to support them in trying again.

- Students do not let setbacks and mistakes deter them from continuing to work to the best of their ability.
- Students do not stop at the moment of misunderstanding but continue to think and to re-think until they begin to form a foundation for understanding.
- Students enthusiastically ask questions that expand their thinking; they make connections with prior learning and wider reading through their exploratory questions.
- Students do not simply accept one interpretation or idea but try to think about alternative ways of viewing a problem or concept.
- Students experiment with language choices, challenging themselves to learn new vocabulary that most effectively conveys their ideas.
- Students work hard on drafting work so that their ideas are expressed in the best possible way.

## Respect

**Students demonstrate respect when they respect themselves and their attitudes to their own learning. They understand and respect the effort that their teachers put into planning their lessons and they respond accordingly. Respect for others is a minimum expectation at Unity College.**

Students who respect themselves, their teachers and their learning know that success cannot be achieved with a less-than-best effort. They expect to find work challenging and to have to try hard in order to complete it. They complete all work on time and know that this is their responsibility. They know that all aspects of learning, in all their subjects, should require hard-work: thinking, reading, planning, writing, re-drafting all need full focus and concentration. They understand that ultimately their success depends on them and that their input is directly responsible for their outcomes. They know that their teachers are essential in their learning but that they cannot do the work for them or make the knowledge 'stick'. They are empowered by the understanding that they can have the most impact on themselves and, through working with teachers, can be their own best resource.

*What does this look like? What do we reward?*

- Students consistently demonstrate a best effort; their work represents an impressive level of thought and care.
- Students are meticulous in their re-drafting of work and will strive to improve within lessons and across lessons.
- Students demonstrate self-motivation and seek opportunities to learn and progress.
- Students complete homework on time and to the same standard as their best class work.
- Students take responsibility for their equipment and class work.
- Students manage their learning effectively and are prompt in approaching tasks and following instructions; they don't need to be reminded by teachers to begin working when that is clearly the expectation.
- Students make every effort to pursue wider knowledge outside of lessons, to research key topics and ask deeper questions.

# Appendix 3 Unity College Behaviour Curriculum

## Introduction

At Unity College, we develop children's character through our **Behaviour Curriculum**. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our students to grow into adults who are polite, respectful, grateful and who put others before themselves, demonstrating our core values of **Unity**, **Passion** and **Respect**. We believe that, as students practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them; helping to shape a college environment that is ready, respectful and safe for all.

Our **Mission** at Unity College: 'We exist to give children every possible life chance through education'. Our

**Vision** at Unity College: 'Every young person achieves their true potential'.

## Teaching the Behaviour Curriculum

The curriculum is taught explicitly during the first half of the Autumn term in PD time and through year group assemblies and reinforced by staff in all lessons. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Behaviour Curriculum and the 'Unity Way' are revisited with students and will continue to be reinforced throughout the year, in all subjects. As with other curriculum content, it should be taught using explicit teaching based on the 'Principles of Instruction' set out by **Barak Rosenshine** including regular quizzing to check and strengthen retention and support recall. Teachers will also demonstrate these behaviours through modelling and will ensure students have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g., in PD time or in fire drills. It is expected that all students will know and understand the content of the Behaviour Curriculum.

As **Tom Bennett** describes in *Running the Room*, the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

**Paul Dix** highlights the power of '**Ready, Respectful, Safe**': a memorable set of three that strike the right balance between rules and values and ensures the use of consistent language throughout the context, contributing to the consistency and predictability of the College environment.

It is essential that all staff know the details of this curriculum, teach it explicitly to students and continuously maintain the high standards we set. As the Department for Education's guidance '**Behaviour in Schools**' (September 2022) makes clear: '*Behaviour curriculums teach students which behaviours are expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken*'. By doing so we support each other to create a culture where students feel safe and are able to learn in an optimised, predictable environment and where teachers are free to teach unimpeded.

## Adaptations

While this curriculum is intended for all students it will be applied differently in different year groups depending on students' ages and may be applied differently depending on individual students' SEND needs. For example, students who have autistic spectrum conditions may find it very uncomfortable to maintain eye- contact with adults. Sensitivity must be shown at all times when teaching the Behaviour Curriculum. Every student will have a number of 'key adults such as PD tutor, Deputy Head of Year, Head of Year and SEND team to support them on their Unity journey; these adults will be on hand to support and clarify any necessary adaptations.

<b>Curriculum Content: Unity, Passion, Respect</b>		
<i>Curriculum content to be covered in depth in Autumn 1 and revisited throughout the year</i>		
We expect as an absolute minimum that our students are:		
<ul style="list-style-type: none"> <li>• <b>Ready</b></li> <li>• <b>Respectful</b></li> <li>• <b>Safe</b></li> </ul>		
We regard these as minimum expectations because our community relies on them to be functional and safe. We, therefore, expect to see these expectations met by all students at all times. Students are not rewarded for meeting our 'minimum expectations'; they will be sanctioned if they do not.		
Students are expected to know the following examples of our minimum expectations:		
<p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• Arrive at college and lessons on time</li> <li>• Wear your uniform perfectly</li> <li>• Have the correct equipment</li> <li>• Actively listen to the person talking</li> <li>• Follow instructions the first time</li> <li>• Start work straight away</li> </ul>	<p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Greet others politely</li> <li>• Use appropriate language when addressing others</li> <li>• Look after the College environment and equipment</li> <li>• Support others in their learning</li> <li>• Recognise when others have done something for you</li> </ul>	<p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Move calmly around the College site</li> <li>• Make positive decisions regarding your health and wellbeing</li> <li>• Seek help from others when needed</li> <li>• Display high levels of hygiene</li> <li>• Model safe behaviours on the journeys between school and home</li> </ul>

**Moving around the College site:** demonstrating respect for others as well as the College environment

Know that we walk around college ensuring that we are being ready, respectful and safe. This

means:

- Facing forwards
- Walking at a steady pace
- Walking in a straight line
- Walking on the left side of the corridor
- Leaving a respectful distance between yourself and others
- Keeping your hands to yourself
- Speaking at a quiet volume using your inside voice

Know that we use ready, respectful and safe movement to make sure the learning of other children is not disrupted as people move around college and that there is a calm, safe and predictable environment for all students.

**Classroom routines:** demonstrating unity across the College

Know the classroom routines (see Classroom Routines document).

Know that we use active listening and learning in class. This means that we:

- Face forwards
- Always sit up straight
- Never interrupt
- Always track the speaker, giving eye contact to show you are engaged and being respectful.

Know that we all use active listening and learning to ensure everybody is able to learn without distractions. Know how you should line up.

Know who you stand in front of and who is behind you for the fire drill and other emergency procedures. Know that you should line up without leaning against the walls.

Know that you should not be leaning on walls when moving around the College.

Know the routine for entering the classroom and getting ready to learn.



Know where you sit in class during lessons (including practical lessons).

Know the routine for handing out and collecting exercise books in the classroom. Know where to place your coat and bag in the classroom.

Know that you should only go to the toilet prior to lessons starting, breaktime or lunchtime.

Know that you need to bring your equipment and it is your responsibility to get it out ready for the lesson and to look after it. Know that any deliberate damage to college equipment will incur a serious sanction.

Know how to put your arm up quietly to answer a question or participate in a discussion.

Know that it is important to speak clearly in class when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your arm and wait quietly unless the teacher has indicated otherwise. Know that verbal answers should usually be given in full sentences using safe language.

### **Speaking in class:** demonstrating your passion for learning

Know that we must be ready to share our ideas in a respectful and safe manner. Know that

behaving in this way is demonstrated by:

- Answering in full sentences
- Ensuring that your hand is not covering your mouth whilst speaking
- Pronouncing words clearly, articulating your point
- Speaking with a voice which is loud enough for everyone in class to hear what they are saying so everyone is included
- Looking at the person to whom you are speaking to and to giving eye contact to peers that are speaking whilst listening

### Completing work in books: demonstrating your passion for learning

Know how to set out work in books according to the Unity College Presentation Policy (see separate document).

Know that you must only write in black or blue pen.

Know that diagrams and graphs are always drawn in pencil. Know that each piece of work needs a date and a title.

Know that you must use subject specific terminology and key words to help you write like a subject specialist. Know how to underline heading and subheadings using a ruler.

Know how to correct mistakes by drawing a single straight line through your work with your ruler.

### Manners: demonstrating that you are always respectful

Know that politeness is a minimum expectation at Unity College: we must ensure that we are always polite to each other and always use safe language. Being polite and respectful and using manners means:

- When talking to adults, use their name and correct title e.g., *Ms Richardson*. If you don't know an adult's name or title, you can, as a minimum, use 'Sir' or 'Miss'. Adults should not be called by their first names
- Saying 'thank you' when you receive something or someone does something nice for you
- Saying 'excuse me' if someone is in your way
- Saying 'please' when you are asking for something
- Being positive and upbeat when talking to adults and each other
- Letting any waiting adults through a doorway before walking through yourself
- Knowing that it is polite to say 'Good Morning/Good Afternoon, Mr/Ms/Mrs...' to adults if spoken to
- Knowing that it is polite to ask questions such as, "How are you today, Ms Richardson?", "Have you had a good morning, Ms Richardson?", "Did you have a good weekend, Ms Richardson?" or comment on the weather
- Knowing that it is polite to give eye contact to the person you are talking to
- Knowing that it is important to show gratitude to others by thanking people for what they have done for you
- Knowing that it is important to have good manners so that people act politely back to you
- Remembering to be polite when responding to questions or instructions from adults

**Social time behaviour:** demonstrate that you are ready, respectful and safe

Know that you must walk from your classroom as described in 'moving around the College site. Know

that you must be safe during social time and not hurt anyone else.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be kind, by including people in your conversations and ensuring no-one is feeling lonely. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you do not drop or leave litter around the College premises because this creates a dangerous and disrespectful environment not conducive to learning.

Know that you should not be screaming or shouting at one another during social times. Remember to use safe language at all times and respect everyone's boundaries.

Know that, when the first bell goes, you must immediately go to your lesson. You must be lined up outside your classroom when the second bell goes.

**Lunchtime behaviour:** demonstrate that you are ready, respectful and safe

Know that you should use a quiet inside voice in the canteen. Know that you should sit down when eating.

Know that you should always try to use a knife and fork correctly.

Know that you should finish what you are eating before leaving your seat.

Know how to use good manners during lunchtime, particularly when receiving food from the catering team and talking to the lunchtime supervisors and teachers on duty.

Know that you are expected to remove your own litter and place it in the bins provided. Know that you are not allowed to fill your water bottle once the first bell has rung.

Know that you will not be served by the catering team once the bell has rung.

Know that you are not permitted to stamp on your juice boxes because this is unsafe behaviour and can cause distress to other students. Know which entrances and exits you are permitted to use during lunchtime.

**Attendance and Punctuality:** demonstrating that you are ready

Know that you must attend college every day.

Know that you must arrive at college on time every day. Know that you must get to every lesson on time.

Know that attending college on time every day is important so that you don't miss important learning.

**Uniform:** demonstrating that you are ready

Know that you must have the correct uniform as described in the Unity College Uniform Policy, and that it should be worn perfectly at all times. This means:

- having your white shirt tucked in all the way around
- having your tie on and worn at the correct length
- wearing your blazer with your sleeves rolled down
- wearing black trousers or a black skirt; if you choose to wear a skirt, it must meet expectations for style and length
- wearing black or white socks below your knee or black tights
- wearing plain black shoes

This is important because it allows us to show pride in our College community.