



Behaviour for Learning Policy

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1. Values, aims and expectations

Values – Respect, Honesty and Kindness

At UCC our core values as a school are *Respect, Honesty and Kindness*. We expect all members of the UCC community to exhibit these values through the behaviour, decision making and all-round conduct. This means that the adults in school implicitly take responsibility for modelling these values at all times so that our students understand what is expected of them.

At UCC we have a firm stance on behaviour. We are committed to securing the conditions in school where learning for all can be optimised. This means that in lessons, during lesson transitions and during break/lunch we expect student conduct to be exemplary.

We have highly aspirational expectations for all of our students and we will challenge individuals when they fall short of our expectations and make poor choices with their behaviour. These high expectations are formed from a caring foundation and from a philosophy that we want all UCC students to develop into respectful and responsible adults who are ready for the world when they leave school.

We use the ‘parent test’ as a guiding principle for our interactions with students. When dealing with a range of scenarios in school we ask ourselves ‘how would I want my own child to be treated?’ When speaking with students about them not meeting our expectations, or when they may have made poor behaviour choices we imagine the child’s parents / carers / carers standing next to us whilst we are speaking to them. We expect all of the adults in school to remain calm and professional at all times, especially when dealing with challenging situations. This principle ensures we have strong moral foundation for our interactions with students, so that we can consistently model our values of Respect, Honest and Kindness.

UCC Expectations

At UCC we don’t believe that a long list of rules are an appropriate framework for preparing students for life beyond school, or for establishing the conditions in school for optimising learning. Instead, we believe we encourage students to positively engage with their peers, the adults in school and world around them. This positive approach is encapsulated within our 3 UCC Expectations that form the foundations of how students are expected to conduct themselves:

Ready – to learn, in correct uniform, with equipment, ready for school.

Respectful – to peers, staff, visitors, the school environment and our local community.

Responsible – for your actions, your words, for your learning.

Aims of the policy

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Students with Medical Conditions at School](#)
- [Suspension and Permanent Exclusion Guidance 2023](#)
- [SEND Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

3. Definitions

UCC Expectations

Students are expected to follow the UCC Expectations at all times:

Ready – to learn, in correct uniform, with equipment, ready for school

Respectful – to peers, staff, visitors, the school environment and our local community

Responsible – for your actions, your words, for your learning

When a student does not meet these expectations they will be positively redirected towards them and a consequence may be applied if the member of staff deems it necessary. Below are some examples of when a student might not meet the UCC Expectations:

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

The consequences associated with students not meeting the UCC Expectations are outlined in Appendix 1

Serious behaviour incidents, including Child on Child abuse are defined as:

- Repeated breaches of the UCC Expectations
- Any form of bullying/Peer on Peer abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting, physical assaults and any form of violence
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include but are not restricted to:
 - Knives or other weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Vaping devices and paraphernalia
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Any student committing a serious behaviour incident will, in most circumstances, face an exclusion from school. Exclusions could be internal exclusions, suspension or permanent exclusions. For incidents that involve drugs, any serious form of assault, weapons or any repeated serious behaviour incident will most likely result in permanent exclusion. Please see the exclusion guidance document for further detail.

4. 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. Bullying is, therefore:

- Deliberately hurtful
Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, spitting, taking another's belongings, any use of violence, physically intimidating someone or using inappropriate or unwanted physical contact towards someone. |

| | |
|---------------------------------------|---|
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Verbal (Direct or indirect) | Name-calling, sarcasm, spreading rumours, teasing, using derogatory or offensive language, or threatening someone |
| Cyber-bullying | Using social media, texts, messaging or gaming sites to write or say hurtful things. May include other manipulative behaviour such as gaslighting or harassment. |
| Attacking Property | Damaging, stealing or hiding someone's possessions. |
| Psychological | Deliberately excluding or ignoring someone |
| Homophobic , biphobic and transphobic | This is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual sexual orientation. Homophobic, biphobic or transphobic language, name calling teasing, imitating or copying someone's voice or mannerisms, physical (see physical bullying), refusing to work or cooperate with someone because of their real or perceived sexual orientation, spreading rumours about their sexual orientation |

Details of our school's approach to preventing and addressing bullying are set out in our antibullying charter.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through the UCC Values and UCC Expectations
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on BROMCOM
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / carers / carers

Parents / carers / carers are expected to:

- Adhere to the College-Home Contract in respect to all behaviour issues
- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant staff promptly

6. Student code of conduct

UCC Expectations

At UCC we are very clear in our expectations of students. Students are expected to follow the instructions of adults in school at the first time of asking.

Students are expected to follow the UCC Expectations at all times:

Ready – to learn, in correct uniform, with equipment, ready for school

Respectful – to peers, staff, visitors, the school environment and our local community **Responsible**

– for your actions, your words, for your learning

Implicit within the UCC Expectations are the following:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and carry their Uniform Card
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

At UCC we use positive praise and rewards to encourage students in their learning and their holistic development.

When students do not meet the UCC Expectations they will be positively redirected and if appropriate, issued with a consequence by a member of staff which they are expected to follow at the first time of asking. It is important that students understand that their actions have consequences and the staff at UCC will consistently deliver this message to ensure students transition from school into adulthood as responsible, respectful individuals who are ready for the world.

7.1 List of rewards and consequences Positive behaviour will be rewarded with:

- Praise
- House points
- Milestone Certificates and Badges
- Letters or phone calls home to parents / carers / carers
- Special responsibilities/privileges
- House Colours
- Commendations
- Year Group Rewards
- Success Assemblies
- Recognising Achievement Assemblies
- Department Specific Rewards

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal redirection towards the UCC Expectations
- Issuing of a Consequence: C1, 2, 3, as appropriate.
- Sending the student out of the class if their behaviour is preventing others from learning (C2)
- Removal from certain lessons on their timetable
- Break or lunch time supervision away from the student population
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents / carers / carers
- Putting a student 'on report' to tutor, PL, PDC or SLT
- Agreeing a Behaviour Agreement
- Agreeing a Behaviour Contract

7.2 The Study Room

This is a classroom located close to the Well Being hub in the centre of the College. It is fitted out with 9 standard desks, facing the front of the room. The purpose of the Study Room is to accommodate students to complete their normal timetabled classwork in a supervised space, with access to 1:1 support.

Students may be directed to work in the Study Room for the following reasons:

1. Removed from lesson (C2- Lesson Remove) – following a clear re-direction/warning from the teacher for failure to meet our behaviour expectations. Students spend the remainder of the lesson in the Study Room.
2. Pending investigations into behaviour incidents.
3. Internal Exclusion – in line with our graduated behaviour response. See Appendix 1.

Students working in the Study Room are instructed to adhere to the following expectations:

1. Complete reflection sheet as to why they have been removed from their lesson
2. Have a 1:1 discussion with the Study Room Supervisor to agree a restorative resolution
3. No communication with other students
4. Complete all classwork to best of ability

When removed from a lesson, students should bring the lesson work with them to complete. Alternatively, work for each lesson will be set by the supervising staff, either direct from the class teacher or from the Head of Department. Heads of Department will provide standard work for each year group to be completed in the Study Room.

7.3 Off-site behaviour

Consequences and sanctions may be applied where a student has breached UCC Expectations offsite when representing the school, such as on a school trip or on the way to or from school, or at any other time outside of school.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

At UCC we are very clear in our expectations of students. Students are expected to follow the instructions of adults in school at the first time of asking. All adults are expected to model the UCC Values at all times.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the UCC Expectations and model the UCC Values
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use the rewards and consequences system consistently

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

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 / carers / carers (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents / carers / carers, if appropriate.

Mobile phones are not expected to be seen or heard during the school day. If students bring a mobile phone to school it is expected to be turned off and kept in their school bag from when they enter the school gates to when they exit unless given permission by a teacher to use their device. If a student is seen with a mobile phone without teacher permission, it will be turned off, confiscated by the member of staff and taken to student services where it will be stored safely and can be collected at the end of the day by the student.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school 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 school's special educational needs co-ordinator 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 in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

9. Behaviour Graduated Response

If a student continues to not meet the UCC Expectations and the staff deem that the redirections, consequences and sanctions (which may include detentions, internal exclusions and suspensions) are not having any impact on the student's behaviour, the following strategies can be utilised:

- **Stage 1:** Student placed on report card to their Form Tutor
- **Stage 2:** Student placed on report card to their Progress Leader or PDC
- **Stage 3:** Student placed on report card to SLT
- **Stage 4:** The student and their parent(s) will be asked to attend a meeting with the Progress Leader or SLT and sign a Behaviour Agreement
- **Stage 5:** The student and their parent/s/carer/s will be asked to attend a meeting with SLT and sign a Behaviour Contract
- **Stage 6:** The student might be directed by the Principal to complete a managed move to an alternative local secondary school or directed towards an alternative curriculum programme if appropriate
- **Stage 7:** If all prior stages have been unsuccessful in helping the student consistently meet the UCC Expectations then the Principal will consider permanently excluding the student

10. Report Cards

- Tutor - light green - used as a response to Data Capture analysis or as requested.
- Positive - light purple - to be used for students who benefit from positive encouragement, as response to Data Capture analysis or other appropriate request.
- PDC – blue – used as appropriate in agreement with Progress Leader
- Progress Leader – Yellow- used after appropriate request
- Senior Teacher - pink - for Students on a Behaviour Agreement or other appropriate request

Report cards are used by staff, parents / carers and students to monitor their response to between 1 and 3 targets to help improve their behaviour. The aim is that by giving students clear targets and feedback from teachers after each lesson they have a greater chance of improving their behaviour. The report card is issued each day, completed by the relevant staff and then taken home by the student to show parents / carers/carer/s who make a comment and sign to acknowledge, before being returned to the relevant staff the next morning. Report cards are typically issued for 10 days. This may be extended if the student fails to meet the targets. Sanctions will be issued for incomplete or lost cards. It is the responsibility of the student to look after the card and ensure it is fully completed each day.

The back of the report card can be completed by any member of staff to report on unacceptable behaviour during unstructured time (ie. Before school, break, lunchtime or after school)

11. Reasonable Adjustments to Behaviour Policy

For a variety of reasons it may not be appropriate to follow the graduated behaviour response as laid out in this policy. For example, for students who display ASD traits or have other SEND considerations then reasonable adjustment will be made on a case by case basis. The aim of this is to support students in improving their behaviour whilst maintaining their opportunity to remain in class or in College to complete their studies. Examples of such reasonable adjustments are as follows:

1. Walk and talk – instead of lesson remove the student has an immediate opportunity to reflect on their behaviour with a PDC before returning to the lesson. This is limited to 1 per lesson. (On the second occasion in the same lesson the student will be removed for the remainder of the lesson)
2. Exit Card – for students who need time out of the lesson to compose themselves to prevent behaviour escalation.
3. Fidget spinners/Mindfulness colouring etc – these can provide useful focussing tools, particularly for students on ASD pathways.
4. Positive Report Card – some students benefit from only focussing on the positive aspects of each lesson to improve sense of low self-esteem, for example.

12. Suspensions

In line with our graduated response to escalating behaviour issues internal exclusion or suspension may be used. The College will refrain from suspending students from the College unless:

- A) All other sanctions (including internal exclusion) have been exhausted
- B) The severity of the behaviour incident warrants an immediate suspension. See Appendix 1 - 'Severe Behaviour Incidents – C3' for an exemplar list. Either the Principal or the Deputy Principal (Behaviour and Safeguarding) will always be consulted before authorising a suspension.

For students who are suspended from College, staff will signpost work on Satchel. PDCs will make daily contact with parents / carers to ensure the student has access to the work set and is completing the work on a daily basis.

Re-integration from suspension will involve parents / carers/carers and a Progress Leader / member of SLT agreeing next steps. This meeting will also implement one or more of the following: Report Card, Mentoring or Behaviour Agreement/Contract. Behaviour Agreements will be issued by Progress Leaders and/or SLT. Behaviour Contracts will be issued by SLT and/or The Principal. These will typically last for 6 weeks at the end of which they are reviewed with the students and parents / carers/carers.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Governors via the Education Committee annually. At each review, the policy will be approved by the Full Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: Behaviour Consequences Coding for BROMCOM

| Coding: | Value: | Occurrence: | Description: | Action: | Consequence: |
|--|----------|-------------|---|--|---|
| Consequence 1 | 1 | Lesson | <p>Low-Level behaviour that impacts the individual's preparation for learning or impacts their own progress.</p> <p>Low-Level behaviour that does not meet expectations.</p> <p>Eg, Equipment, Uniform, Inadequate Classwork, Homework, Late to Lessons, Inappropriate Behaviour, Chewing</p> | <p>C1 logged on Bromcom. Student informed.</p> <p>Monitored by PL via weekly data report.</p> | <p>Conversation with member of staff.</p> <p>Sanctions for persistent failure to meet these expectations.</p> |
| Consequence 2 | 2 | Lesson | <p>Warning issued when behaviour is disrupting. Removed from the lesson.</p> | <p>C2 – Remove from lessons logged on Bromcom. Student escorted to Study Room. Graduated response for subsequent removals from lesson.</p> | <p>Student Reflection and restorative conversation with the teacher.</p> |
| | | Break/Lunch | <p>Behaviour which contravenes school expectations and routines.</p> | <p>Teacher to address student about UCC expectations. Student informed of detention in Reflective Area</p> | <p>Centralised detention (Instant) in Reflective Area.</p> |
| Consequence 3 <i>Severe Behaviour Incident</i> | 3 | Lesson | <p>Any serious behaviour incident.</p> <p>Eg, Ignoring/Challenging Staff, Fighting, Vandalism, Aggressive Behaviour/Verbal Abuse/Physical Abuse/Sexual Harassment/Unsafe Behaviour</p> | <p>C3 - logged on Bromcom Removed to Study Room</p> | <p>In isolation whilst investigated. Phone call home that day from PDC/PL. PL to decide further action. PL to log on Bromcom and add detail</p> |
| | | Break/Lunch | <p>Any serious behaviour incident.</p> <p>Eg, Ignoring/Challenging Staff, Fighting, Vandalism, Aggressive Behaviour/Verbal Abuse/Physical Abuse/Sexual Harassment/Unsafe Behaviour</p> | <p>Removed to Reflective Area</p> | <p>As above</p> |

Appendix 2: Rewards Coding for BROMCOM

| Coding: | Value: | Description: | Action: | Reward: |
|---------|--------|---|---|--|
| HP 1 | 1 | <p>Showing school values</p> <ul style="list-style-type: none"> - Sharing (sharing equipment without being prompted) - Empathy (being understanding towards how others feel) - Perseverance (keep trying, even when not succeeding) <p>Engagement</p> <ul style="list-style-type: none"> - Excellent participation (students actively engage within the lesson) - Leading discussions (taking an active role within discussion based activities) - Extra-curricular activities (anything within school, that is extra e.g. rugby club, dance club etc.) - Good work (producing work of a good standard) <p>Homework completed (completing homework, given they have put effort in)</p> <p>Random acts of kindness (an act of kindness which isn't prompted by anyone else.</p> | <p>H1 logged on Bromcom when it has been achieved. Student informed. (Logged as either Showing School Values, Engagement, Homework Completed or Random Acts of Kindness (any staff))</p> | 1 housepoint. |
| HP 2 | 2 | <p>H2: Wider contribution</p> <ul style="list-style-type: none"> - Contribution to form (taking part in form activities) - Positive role model (showing the school values) - Positive community ethos (getting involved within the community inside school or outside school to make a positive impact e.g. creating an eco club, litter picking for the community) <p>H2: Subject award</p> | <p>H2 logged on Bromcom as either: Wider Contribution (any staff), Subject Award (any staff) , Excellent Learning (teacher) or Attendance (PL)</p> | 2 Housepoints (Certificates or postcards awarded by Subject Areas. Attendance certificates issued termly Rewards Assembly.) |

| | | | | |
|------|---|--|---|---------------|
| | | <ul style="list-style-type: none"> - Subject award/postcard home (once a half term, these will depend of how the departments categories their subject award students) <p>H2: Excellent learning</p> <ul style="list-style-type: none"> - Amazing attitude to learning (students that go above and beyond in terms of their attitude towards their learning consistently) <p>H2: Attendance</p> <ul style="list-style-type: none"> - Either 100% attendance or improved attendance (It is important that we encourage students to improve their attendance and reward this.) | | |
| HP 3 | 3 | <p>H3: Contribution to school (representing the school in events, school council etc.)</p> <p>H3: Star student (fortnightly, given to a student who has really excelled during the fortnight either academically or shown a significant improvement in behaviour and attitude, one per class)</p> <p>H3: Form tutor award (half termly, given to a student who has tried really hard and has improved or stayed consistent)</p> <p>H3: Word of the week (using the word of the week in written work or in class discussions)</p> | H3 logged on Bromcom as either Contribution to school (any staff) , Star Student (teacher) , Form Tutor Award (tutor) or Word of the Week. (teacher) | 3 Housepoints |

| | | | | |
|-------|----|--|--|---|
| HP 4 | 4 | <p>H4: Progress Leader Award (termly, given to a student who has tried really hard and has improved or stayed consistent)</p> <p>H4: Head of house Award (termly, given to a student for outstanding contribution to their House)</p> <p>H4: Commendations (termly, given by subject teachers for students who have been consistently outstanding or have improved significantly)</p> | <p>H4 logged on Bromcom as either Progress Leader Award (PL), Head of House Award (HoH) or Commendation (teacher)</p> | <p>4 Housepoints</p> <p>Commendation Certificates and Progress Leader Awards given out in Termly Rewards Assemblies</p> <p>Head of House Award given out in House Assembly.</p> |
| HP 5 | 5 | <p>H5: Principal Award (termly, given to a student who has tried really hard and has improved or stayed consistent – someone that has stood out)</p> | <p>H5 Logged on Bromcom as Principal Award by Principal</p> | <p>5 Housepoints</p> <p>Awarded in termly Rewards Assemblies</p> |
| HP 10 | 10 | <p>H10: Uniform card (one or no strikes on the uniform card)</p> <p>Prize draw of all cards – top 3 awarded prizes, to choose from (for example):</p> <p>£10 Gift voucher UCC Book Vending Machine Token Meal Deal for 3 in the UCC Dining Room Dining Room Queue Fast Pass for rest of term Confectionary Assortment</p> | <p>H10 logged on Bromcom by Behaviour Admin Assistant</p> | <p>10 Housepoints</p> <p>Awarded termly</p> |

| Rewards Milestones | | |
|--------------------|-------------|----------|
| House Points | Certificate | Badges |
| 25 | ✓ | |
| 50 | ✓ | Bronze |
| 75 | ✓ | |
| 100 | ✓ | Silver |
| 125 | ✓ | |
| 150 | ✓ | |
| 175 | ✓ | |
| 200 | ✓ | Gold |
| 250 | ✓ | |
| 300 | ✓ | Diamond |
| 400 | ✓ | Platinum |

Appendix 3: Behaviour Agreement

Behaviour Agreement

As a member of the College **name** will be expected to:

Delete/Adjust as applicable

1. Follow instructions and accept the decisions of all adults without argument or question.
2. Complete all work and homework to the best of your ability.
3. Allow your peers to learn and teachers to teach without interruption.
4. Behave appropriately around the school site during unstructured times.
5. Follow the School values of Respect, Honesty & Kindness.

I fully understand the expectations outlined to me within this contract and agree to follow all of the College expectations and instructions from staff. I understand that failing to do so could jeopardise my place within the College.

Signed: _____ Student
Signed: _____ Parent
Signed: _____ College Representative
Date: _____ Review Date: _____

Appendix 4: Behaviour Contract



UCC Behaviour Contract

| | | | | | | | |
|---|--|--|-------|------------------|--------|--|--|
| Name: | | | Form: | | House: | | |
| Achievement Points | | | | Behaviour Points | | | |
| Context: <i>(Identify why the student must placed on a behaviour contract) be</i> | | | | | | | |

| | | | | |
|--|--|--|--|--|
| Intervention: <i>(What intervention has taken place before this point)</i> | Tutor <i>(Report)</i> | | | |
| | Progress Leader <i>(Report, Praise Report, Subject Report)</i> | | | |
| | Remove | | | |
| | Internal Exclusion | | | |
| | Mentoring | | | |
| | FTE | | | |
| | Interventions to Consider if the Contract Fails: _____ | | | |
| | Managed Move | | | |
| Alternative Education Arrangements | | | | |
| Permanent Exclusion | | | | |

| | |
|--|--|
| <p>Positive Reflection: <i>(Student to identify what they see as being the positives of being part of the UCC community)</i></p> | |
| <p>Barriers to Learning: <i>(Student to identify what they feel their barriers are to getting it right in school)</i></p> | |

Identify with student what the specific targets should be for this Behaviour Contract. Students should at all times reflect on the school's values of **Respect, Honesty and Kindness.**

| | |
|--------------------|--|
| <p>In Lessons:</p> | |
|--------------------|--|

| | |
|--------------------|--|
| Unstructured Time: | |
|--------------------|--|

| Support that will be provided to help meet UCC Expectations | | | | |
|---|---------------------------|------------------------------|------------------------|---------------|
| Issue | Support provision details | What will success look like? | When will we evaluate? | Achieved? Y/N |
| | | | | |
| | | | | |
| | | | | |

I agree that by taking part in this process and signing this contract that I take responsibility for meeting these targets. If I am unable to do so, I understand that UCC will have to consider further arrangements to ensure that my actions do not continue to have impact on others in the school community. I understand that this means I may be permanently excluded, placed on a managed move or directed to take alternative education arrangements.

Signed (Student)

Signed (On behalf of School)

Signed (Parent or On Behalf of Home)

| | |
|--|--|
| | |
| | |
| | |

Date: _____