



Behaviour for Learning Policy

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UCC Staff Role Responsible	Assistant Headteacher – Behaviour and Pastoral Care

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1. 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 their behaviour, decision-making, and overall 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 conditions in school where learning for all can be optimised. This means that in lessons, during transitions, and during breaks/lunch, we expect student conduct to be exemplary.

We have highly aspirational expectations for all our students, and we will challenge individuals when they fall short of these expectations or make poor choices. These high expectations are rooted in a caring foundation and a philosophy aimed at helping all UCC students develop into respectful and responsible adults who are prepared for life beyond school.

We use the "parent test" as a guiding principle for our interactions with students. When dealing with various scenarios in school, we ask ourselves: "How would I want my own child to be treated?" When speaking with students about not meeting expectations or making poor behaviour choices, we imagine their parents or carers standing beside us. We expect all adults in school to always remain calm and professional, especially when dealing with challenging situations. This principle ensures a strong moral foundation for our interactions with students and helps us consistently model our values of Respect, Honesty, and Kindness.

UCC Expectations

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

- **Ready** – Be prepared to learn, wear the correct uniform, and bring the required equipment.
- **Respectful** – Show respect to peers, staff, visitors, the school environment, and the local community.
- **Responsible** – Take responsibility for your actions, your words, and your learning.

2. 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 members of the school community regarding behaviour management.
 - Outline our system of rewards and sanctions.
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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*

Additionally, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
 - Our funding agreement and articles of association.
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3. Definitions

UCC Expectations

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

- **Ready** – Be prepared to learn, wear the correct uniform, and bring the required equipment.
- **Respectful** – Show respect to peers, staff, visitors, the school environment, and the local community.
- **Responsible** – Take responsibility for your actions, your words, and your learning.

When a student does not meet these expectations, they will be positively redirected, and a consequence may be applied if deemed necessary by the staff member. Examples of not meeting expectations include:

- Disruption to learning.
- Poor conduct in corridors, between lessons, and during break/lunchtime.
- Non-completion of classwork or homework.
- Poor attitude toward learning.
- Incorrect uniform or lack of equipment.

Consequences for failing to meet expectations are outlined in Appendix 1.

Serious Behaviour Incidents

Serious behaviour incidents, including peer-on-peer abuse, are defined as:

- Repeated breaches of the UCC Expectations.
- Any form of bullying or peer-on-peer abuse.
- Sexual assault, which includes any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism.
- Theft.
- Fighting, physical assaults, or any form of violence.
- Smoking or vaping.
- Verbal abuse
- Racist, sexist, homophobic, or discriminatory behaviour.
- Possession of prohibited items, including:
 - 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 offense, cause injury, or damage property.

Any student committing a serious behaviour incident will, in most circumstances, face exclusion from school. Exclusions may include internal exclusions, suspensions, or permanent exclusions. Incidents involving drugs, serious assaults, weapons, or repeated serious behaviour will most likely result in permanent exclusion. Please refer to the exclusion guidance document for further details.

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 the following types:

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. This may include 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	Behaviour or language that makes a child or young person feel unwelcome or marginalized because of their perceived or actual sexual orientation. This includes name-calling, teasing, imitating mannerisms, physical bullying, or refusing to cooperate due to someone's sexual orientation.

Details of our school's approach to preventing and addressing bullying are outlined in our **Anti-Bullying Charter**.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring the effectiveness of this behaviour policy and holding the Principal accountable for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Monitoring the consistent application of this policy by staff to ensure rewards and sanctions are applied fairly.

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 meet the specific behavioural needs of individual students.
- Recording behaviour incidents on BROMCOM.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents and 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

At UCC, we are very clear in our expectations of students. These expectations are explicitly taught as part of our **Culture Curriculum**, which is delivered during tutor time. Progress Leaders also hold assemblies every two weeks to emphasise these points. Staff are encouraged to acknowledge students' positive behaviour and correct inappropriate behaviour as necessary.

The **UCC Expectations** are:

- **Ready:** Be prepared to learn, wear the correct uniform, and have the necessary equipment.
- **Respectful:** Treat peers, staff, visitors, the school environment, and the local community with respect.
- **Responsible:** Take responsibility for your actions, words, and learning.

Students are further taught specific expectations, including:

- Uniform standards.
- Corridor culture.
- Treating the school environment with respect.
- Dining room expectations.
- The importance of school attendance.
- Arriving on time.
- Treating each other with respect.
- Classroom expectations.

Implicit in the UCC Expectations are the following:

- Behave in an orderly and self-controlled manner.
- Show respect to staff and peers.
- Make it possible for everyone in class to learn.
- Move quietly and sensibly around the school.
- Treat the school property with respect.
- Wear the correct uniform at all times
- Accept consequences when given.
- Refrain from behaviour that could bring the school into disrepute, including outside school.

7. Rewards and Consequences

At UCC, we use positive praise and rewards to encourage students in their learning and 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 the first time of asking. It is important that students understand their actions have consequences. The staff at UCC will consistently deliver this message to ensure students transition from school into adulthood as responsible, respectful individuals ready for the world.

7.1 List of Rewards and Consequences

Positive behaviour will be rewarded with:

- Praise (catching students "getting it right")
- House points
- Milestone certificates and badges
- Letters or phone calls home to parents/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 warning regarding UCC expectations.
- Issuing a consequence (C0, C1, C2, or C3, as appropriate)
- Sending the student out of the class if their behaviour prevents others from learning (C2)
- Moving the student to another seat in the classroom
- Removal from specific lessons on their timetable
- Supervision during break or lunchtime away from other students
- Detention at break, lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- Putting a student "on report" to a tutor, Progress Leader (PL), Personal Development Coach (PDC), or Senior Leadership Team (SLT)

7.2 The Study Room

The Study Room is a classroom located near the Well-Being Hub at the centre of the college. It is equipped with nine standard desks facing the front of the room. Its purpose is to provide a supervised space for students to complete their timetabled classwork, with access to one-on-one support.

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

1. **Lesson Removal (C2):** A student may be removed from a lesson after receiving a clear warning from the teacher and further escalation of their behaviour. The student may first be sent to a department leader's classroom. If no appropriate alternative is available, they will spend the remainder of the lesson in the Study Room.
2. **Further Removal:** If a student has been removed from the department leader's classroom, they will be placed in the Study Room.
3. **Pending Investigations:** Students may be placed in the Study Room while behaviour incidents are under investigation.
4. **Internal Exclusion:** In accordance with the graduated behaviour response (see Appendix 1).

Students working in the Study Room are expected to:

1. Participate in a one-on-one discussion with the Study Room Supervisor to agree on a restorative resolution.
2. Avoid communication with other students.
3. Complete all classwork to the best of their ability.

Students should bring their classwork with them when removed. Alternatively, work will be provided by the supervising staff, either directly from the class teacher or the Head of Department (HoD). Heads of Department will prepare standard work for each year group to ensure the Study Room operates effectively.

7.3 Off-Site Behaviour

Consequences and sanctions may be applied when a student breaches UCC expectations off-site while representing the school (e.g., on a school trip, travelling to or from school) or at any other time outside of school.

7.4 Malicious Allegations

If a student makes an accusation against a member of staff and that accusation is shown to be 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 clear in our expectations of students. They are expected to follow adult instructions the first time of asking. All adults are expected to model UCC values at all times.

8.1 Classroom Management

At UCC, we prioritise creating a positive and productive learning environment where all students can thrive. Our classroom behaviour management strategy is based on the **Warn, Move, Remove** approach (see Appendix 3).

1. **Verbal Warning:**
 - The teacher identifies the unacceptable behaviour.
 - The student is reminded of UCC expectations (Ready, Respectful, Responsible).
 - This allows the student to self-correct and refocus.
2. **Move:**
 - The teacher may reassign the student's seating to minimise distractions or improve focus.
 - Alternatively, the teacher may conduct a brief one-on-one conversation outside the classroom to discuss behaviour and outline next steps.
3. **Remove:**

- If behaviour persists, the student will be removed to the department leader's classroom or, if unavailable, the Study Room.
- This ensures learning for others is not disrupted.

Responsibilities of teaching and support staff include:

- Creating a stimulating environment to engage students.
 - Displaying UCC expectations and modelling UCC values.
 - Developing positive relationships by:
 - Greeting students in the morning or at the start of lessons.
 - Establishing clear routines.
 - Promoting good behaviour and positive reinforcement.
 - Concluding the day positively and starting the next day afresh.
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8.2 Physical Restraint

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

- Causing disorder.
- Harming themselves or others.
- Damaging property.

Physical restraint must always be:

- A last resort.
 - Applied using minimal force and duration.
 - Conducted in a manner that maintains safety and dignity.
 - Recorded and reported to parents/carers.
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8.3 Confiscation

Prohibited items (see Section 3):

- Will not be returned to students.

Other items deemed harmful or detrimental:

- May be returned after discussion with senior staff and parents/carers, as appropriate.

Mobile phones:

To ensure a focused, disruption-free learning environment and to support student wellbeing, our school operates a phone pouch system.

All students are permitted to bring a mobile phone to school although we advise against this; however, phones must be switched off and secured inside their allocated phone pouch at the start of the school day. The pouch will remain locked until the end of the school day.

Students are responsible for bringing their pouch to school each day and ensuring their phone is secured before entering the school gates. Phones must remain inside the locked pouch during lessons, tutor time, social times, and movement around the school site.

If a student is seen using a mobile phone or has removed it from the pouch during the school day, this will be treated as a breach of the school behaviour policy and appropriate sanctions will apply. The phone will be confiscated and stored in Student Services. Parents will be expected to collect the Mobile phone, unless we deem it a safeguarding risk to allow the student to leave the school site without it. This will be reviewed on a case by case basis. It is the parent's responsibility to raise this with us.

The school is not responsible for loss or damage to mobile phones brought onto the premises.

We believe this approach promotes:

- Improved concentration and academic progress
- Positive social interaction during break and lunchtime
- Reduced safeguarding risks linked to online activity
- Improved student wellbeing and reduced screen dependency

If a parent needs to contact their child urgently during the school day, this should be done via the school reception.

8.4 Student Support

UCC recognises its legal duty under the **Equality Act 2010** to prevent students with protected characteristics from being disadvantaged. Behaviour interventions may be adjusted to cater to individual needs.

The SENCO will evaluate students exhibiting challenging behaviour to identify any unmet needs. Support may include:

- Referrals to specialist teachers, educational psychologists, or medical professionals.
- Collaborating with parents/carers to create and regularly review tailored support plans

9. Behaviour Graduated Response

The **Pastoral Support Programme** is a structured, graduated approach used by UCC to address the behavioural and social-emotional needs of students who are struggling in school. It includes five levels, each increasing in intensity and intervention, summarised as follows:

Level 1: Emerging Concerns

- **Descriptor:** Early signs of low-level difficulties, such as issues with punctuality, social situations, or following routines.
 - **Strategies:** Monitoring through data collection from Progress Leaders, ongoing tutor support, which may be a report and communication with parents. Head of Department reports are used if behaviours are isolated to one subject. Short-term targets are set and reviewed over two weeks.
 - **Time Frame:** 2 weeks.
 - **Responsibility:** Progress Leader (PL), Tutor, or Head of Department (HOD).
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Level 2: Sustained Low-Level Concerns

- **Descriptor:** Ongoing difficulties with classroom behaviour, peer relationships, or social-emotional skills.
 - **Strategies:** Monitoring through data collection from Progress Leaders, reports with Progress Leaders or Personal Development Coaches (PDCs), small group work, and solution-focused communication with parents. Interventions may include small group support for social skills.
 - **Time Frame:** 2 weeks.
 - **Responsibility:** Progress Leader and Personal Development Coach (PDC).
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Level 3: Targeted Intervention Support

- **Descriptor:** More significant behaviour and emotional regulation issues, low self-esteem, and difficulty with learning behaviours or forming relationships.
 - **Strategies:** Use of diagnostic tools (e.g., SDQ, Boxall Profile), individual or group support programs (e.g., mindfulness, confidence-building), and referrals to external agencies like CAMHS. A Student Passport is created to guide personalised strategies. Potential application for an EHCP.
 - **Time Frame:** 6–8 weeks.
 - **Responsibility:** SENCO and Assistant Headteacher (Behaviour & Pastoral Care).
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Level 4: Severe and Persistent Issues

- **Descriptor:** Frequent and disruptive behaviours that create barriers to learning, social difficulties, and significant emotional challenges.
 - **Strategies:** Implementation of an Individual Education Plan (IEP), risk assessments, personalised timetables, and access to alternative provisions or specialist programs. Continued monitoring and targeted interventions. Potential Educational Psychologist (EP) support from the Local Authority.
 - **Time Frame:** Up to 6 months.
 - **Responsibility:** SENCO and Assistant Headteacher (Behaviour and Pastoral Care), in collaboration with external agencies as needed.
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Level 5: Complex and High-Risk Needs

- **Descriptor:** Complex, persistent difficulties unresponsive to prior interventions, potentially threatening the student's placement in the school.
 - **Strategies:** Application for an Education, Health, and Care Plan (EHCP), access to alternative provisions if necessary, and tailored support programs addressing academic and social-emotional needs. Focus on managing high-risk behaviours.
 - **Time Frame:** Up to 6 months.
 - **Responsibility:** Head of School (HOS), SENCO, and Assistant Headteacher.
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Each level builds on previous actions, with clear timelines, assessments, and responsibilities. This approach ensures that students receive targeted support while engaging parents and external agencies as needed.

10. Report Cards

- **Tutor:** Light green – Used as a response to Data Capture analysis or as requested.
- **Positive:** Light purple – For students who benefit from positive encouragement, as a response to Data Capture analysis or other appropriate requests.
- **APL:** Blue – Used as appropriate in agreement with the Progress Leader.
- **Progress Leader:** Yellow – Issued after an appropriate request.
- **Department Heads:** Orange – For students where behaviour is unacceptable in one subject.
- **Senior Teacher:** Pink – For students on a Behaviour Agreement or other appropriate requests.

Report cards are used by staff, parents/carers, and students to monitor their response to 1–3 specific targets to help improve behaviour. By giving students clear targets and feedback from teachers after each lesson, they have a greater chance of improving their behaviour.

Process:

- The report card is issued daily, completed by the relevant staff, and taken home by the student to show parents/carers, who make a comment and sign to acknowledge it.
- The report is returned to the relevant staff the next morning.
- Cards are typically issued for two weeks, which may be extended if targets are not met.
- Sanctions will be applied for incomplete or lost cards.

The back of the report card can be completed by any staff member to report unacceptable behaviour during unstructured times (e.g., before school, break, lunchtime, or after school).

11. Reasonable Adjustments to Behaviour Policy

For students with additional needs (e.g., ASD traits or SEND considerations), reasonable adjustments may be made on a case-by-case basis to support improvement while maintaining opportunities to remain in class or college. Examples include:

1. **Walk and Talk:** Instead of lesson removal, the student has an immediate opportunity to reflect on their behaviour with a PDC before returning to class. (Limited to one per lesson. A second incident results in removal for the remainder of the lesson.)
 2. **Exit Card:** Allows students time out of lessons to compose themselves and prevent escalation.
 3. **Fidget Spinners/Mindfulness Activities:** Useful tools for focus, especially for students on ASD pathways.
 4. **Positive Report Card:** Focuses solely on positive aspects of lessons to boost low self-esteem.
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12. Suspensions

In line with the graduated response, suspensions may be used. Suspension lengths depend on the severity of the incident(s) or patterns of behaviour.

Conditions for Suspension:

- All other sanctions have been exhausted.
- The severity of the behaviour incident warrants immediate suspension. (See Appendix 1: Severe Behaviour Incidents – C3.)

- The suspension is issued to allow reassessments and alterations of safety plans and/or risk assessments.

For suspended students, staff will:

- Signpost work on Satchel.
- Ensure contact is made with parents/carers by APL's to confirm access to and completion of the assigned work.

Reintegration Process:

- Parents/carers and Progress Leaders or SLT members will agree on next steps.
- Actions may include report cards, mentoring, or interventions in line with the PSP.
- Follow-ups typically last six weeks and are reviewed with the student and parents/carers.

Internal Suspensions

Internal suspensions may be used as a serious sanction where a student's behaviour falls significantly below our school's expectations, but where a fixed-term external suspension is not deemed necessary. It is intended to provide a clear consequence, prevent further disruption to learning, and allow time for reflection and reset.

Students placed in internal suspension will be removed from mainstream lessons and supervised in either the Year 7, KS3 or KS4 Hub for a fixed period of time. During this time, they will complete work set by subject teachers and will be expected to follow all instructions, maintain appropriate behaviour, and engage with their learning.

Reasons for internal suspensions may include, but are not limited to:

- Persistent disruption to learning despite prior sanctions
- Defiance or refusal to follow staff instructions
- Verbal abuse towards staff or students
- Behaviour that risks the safety or wellbeing of others
- Mobile Phones found outside of the pouch or if the pouch has been kept unlocked.

Parents/carers will be informed when a student is placed in internal suspension. Reintegration back into mainstream lessons will be supported by a restorative conversation and, where appropriate, additional behaviour support or intervention.

Failure to comply with the expectations of internal suspension may result in further sanctions, including escalation to a fixed-term external suspension.

13. Monitoring Arrangements

This behaviour policy will be reviewed annually by the Principal and Governors via the Education Committee. The policy will then be approved by the Full Governing Body.

14. Links to 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, Disruption to Learning</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 in line with the PSP.</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 Department Leaders Classroom. Graduated response for subsequent removals from lesson in line with the PSP.</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>Department Removal or Immediate Lesson Removal for Eg, Ignoring/Challenging Staff, Fighting, Vandalism, Aggressive Behaviour/Verbal Abuse/Physical Abuse/Sexual Harassment/Unsafe Behaviour/Use of handling of drugs</p>	<p>C3 - logged on Bromcom Removed to Study Room</p>	<p>In isolation whilst investigated. Phone call home that day from PDC/PL or SC. PL/AHT to decide further action. SC to log on Bromcom and add detail. May result in a suspension</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>	<p>1 housepoint.</p>
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>	<p>2 Housepoints (Certificates or postcards awarded by Subject Areas. Attendance certificates issued termly Rewards Assembly.)</p>

		<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 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 Awarded termly</p>

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

Classroom Management Approach 24-25

Students are met at the door with a warm greeting and are welcomed into the classroom. Uniform should be addressed and the student entry routine should be followed.

STEP 1 - WARN

Warning is given for disruption to the lesson or failure to follow instructions. Students should be guided on what they are getting wrong and what they need to do to improve.



STEP 2 - MOVE

The student is *moved* to another seat in the teaching space as their behaviour has not improved. This could also mean moving them outside for a talk away from the class

STEP 3 - REMOVE

behaviour has escalated or the student has been persistent in being disruptive and/or not following staff instructions after being moved, the class teacher should press the green button on your desktop.

number of SLT will arrive to support the class teacher and discuss the appropriate response for the behaviours displayed in the lesson. This will result in either:

SLT SUPPORT	DEPARTMENT REMOVE	IMMEDIATE REMOVE
<p><i>student will be spoken to and returned to the lesson with the classroom teachers support.</i></p> <p>The student is removed for a refocus incident on BROMCOM using C1 SLT Refocus</p>	<p><i>The student will be taken by SLT to the HOD/zi/c or another appropriate classroom within the department timetable by the HOD.</i></p> <p>If there is no appropriate classroom, the student will be taken to the study room.</p> <p>2 Week Cycle - Remove Follow up</p> <p>1st Lesson Remove – The class teacher records the incident on BROMCOM using the comment box and allocating a C2 Lesson Removal.</p> <p>2nd Lesson Remove - The class teacher records the incident on BROMCOM using the comment box, allocating a C2 Lesson Removal and calls home within 48 hours.</p> <p>3rd Lesson Remove – The class teacher records the incident on BROMCOM using the comment box, allocating a C2 Lesson Removal and HOD calls home within 48 hours.</p> <p>Student on Department report for 2 weeks to HOD (Forms stage 1 of PSP)</p> <p style="text-align: center;">HOD Removal</p> <p>If the student is removed from HOD lesson, this should be followed up by the HOD recording the incident on BROMCOM using the comment box and allocating a C3 Department Removal.</p> <p style="text-align: center;">The student will be taken to the study room</p>	<p><i>SLT & Staff triage deems the behaviour to be significant e.g.</i></p> <ul style="list-style-type: none"> - Violence - Verbal abuse towards a staff member - Verbal abuse towards a student <p>The student will go straight to the study room</p> <p style="text-align: center;"></p> <p>This should be logged on BROMCOM by the classroom teacher using the comment box and allocating a C3 Immediate Lesson Removal</p> <p>BSP to follow up and contact home. BSP will liaise with appropriate personnel e.g. Tutor/ PL/SLT.</p>
<p>class teacher should record the incident on BROMCOM using C0 Walk & Talk</p> <p style="text-align: center;"></p> <p>behaviour continues after this, press the green button for a department remove.</p>		

Students beyond this will be on Stage 1 or 2 of the Pastoral Support Programme and be working with the Pastoral Team. Do not need to contact home for students who are accessing the PSP and are on report to the Tutor or Progress Leader. The tutor or PL will contact home as part of the report follow up. Students should present the report card at the start of the lesson.

The class teacher will have a restorative conversation with any removed students before the next lesson or at the start of their next lesson to rebuild the relationship