

PENRYN COLLEGE

BEHAVIOUR POLICY

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Introduction: At Penryn College we believe that every student wishes to learn, that every student wishes to succeed and that every student has a capacity for change.

Our aim is to provide a safe, secure and supportive environment where ALL students at Penryn College can learn to the best of their ability, and where teachers can teach to the best of their ability. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching.

Penryn College has a clear systemic approach to Behaviour Management, when students do not manage to reach the **high standards** that are expected of them.

This system applies to behaviour both in and out of the classroom.

Aims:

- To create an environment conducive to learning that respects the rights of pupils to learn free from distraction to complete assigned work
- To ensure behaviour is managed consistently and fairly and promote good behaviour, self-discipline and respect
- Prevent bullying
- To enable behaviour to be tracked by staff, students and parents to regulate the conduct of pupils

Expected Standards of Behaviour at Penryn College recorded in staff/students and parents Foundations for Learning

Bring the correct equipment
Be punctual to lessons
Wear the correct uniform
Enter the classroom quietly and be ready to learn upon entry
Be co-operative; quiet when asked and follow instructions
Complete all personal study on time

Students will:

- ✓ Know the six standards for behaviour at Penryn College
- ✓ Understand what it is to be a responsible citizen and be able to empathise with the needs of others.
- ✓ Understand the effect their behaviour has on others.
- ✓ Take responsibility for behaviour outside of the classroom.
- ✓ Know what 'high levels of self-discipline looks like.
- ✓ Understand specifically which elements of their behaviour which they have to improve and to know how to do it.
- ✓ Be active participators in lessons without disrupting others.
- ✓ Make the right choices and take responsibility for actions, so that they are successful learners.
- ✓ Practise the skills they need to improve and be accountable for their actions.
- ✓ Be tolerant of all pupils and understand what bullying is; treating everyone equally and without prejudice.

Teachers will:

- ✓ Enforce the six Standards of behaviour at Penryn College
- ✓ Understand how to develop high levels of self-discipline amongst pupils.
- ✓ Explicitly teach and embed the skills of self-discipline in lessons and around the school.
- ✓ Enable students to understand the elements of their behaviour which they have to improve.
- ✓ Embed 'Behaviours for Learning' strategies in their planning and lesson delivery.

- ✓ Challenge students' learning to raise their levels of personal responsibility in order to reach their full potential.
- ✓ Prepare well planned differentiated lessons that challenge students to raise their personal level of attainment and take into account the behavioural needs of the students.
- ✓ Be supported by personalised and targeted continuous professional development and training to meet the teacher's needs.
- ✓ Consistently celebrate and reward good standards of behaviour.
- ✓ Reflect upon why pupils behave inappropriately and amend practice accordingly.
- ✓ Not allow the behaviour of some pupils to disrupt the learning of others.
- ✓ Have a thorough knowledge and apply the appropriate protocols for addressing classroom behaviour.
- ✓ Actively seek opportunities to praise good behaviour and consistently apply the school's reward system.
- ✓ Consistently apply the school's Foundations for Learning.
- ✓ Consistently record behaviour incidents on SIMS; applying appropriate sanctions, and if necessary, adjust teaching approaches to meet the needs of individuals.
- ✓ Be responsible for their continuous professional development and attend staff training workshops.
- ✓ Communicate with parents; keeping them informed if they have concerns about a pupil's behaviour.

The Tutor will:

- ✓ Enforce the six Standards of behaviour at Penryn College
- ✓ Monitor the progress and drive improvement in behaviour across their tutor groups. Consistently apply the school's Foundations for Learning.
- ✓ Read the Behaviour Manager weekly report and take appropriate action to address the behaviour needs of their tutees. Tutors will:
 - ✓ Liaise with curriculum staff to identify the triggers for tutee's behaviour manager entry. Identify strategies that pupils and staff can use to ensure that pupils adhere to expected standards of behaviour.
 - ✓ Ensure that parents are kept informed regarding the behaviour of their child.
 - ✓ Liaise with staff, parents and pupils to create Behaviour Action Plans for their tutees. These will include:
 - The Learning and Behaviour for Learning needs of their tutees.
 - Strategies to support the learning and behaviour of each pupils.
 - Targets for improvement (including academic targets).

The HOH/Y will:

- ✓ Enforce the six Standards of behaviour at Penryn College
- ✓ Lead their tutors to monitor progress and drive the improvement of behaviour across their tutor groups.
- ✓ Track the progress of all students in their House/Year using on-going data analysis, in particular, SIMS.
- ✓ Ensure that parents are kept informed regarding the behaviour of their child.
- ✓ To communicate with the EST and outside agencies to ensure that, if appropriate, additional intervention strategies are employed to address the behavioural needs of pupils in their House/Year.
- ✓ Observe the quality of tutor periods through inform and formal observations.

The HOD will:

- ✓ Enforce the six Standards of Behaviour at Penryn College.
- ✓ Support and challenge their team to be the best they can in all aspects of their classroom delivery.
- ✓ Undertake observations of lessons to monitor pupil behaviour and the implementation of BFL strategies in planning and lesson delivery.
- ✓ Ensure the Behaviour for Learning Policy and protocols for addressing behaviour are clearly understood and used effectively in their team.
- ✓ Undertake a weekly review of Behaviour Manager data and ensure appropriate action is taken.
- ✓ Regularly update Department Behaviour and Safeguarding SEF.

- ✓ Undertake a half termly review of behaviour with their team and integrate into Performance management review – signpost teachers towards further training.

TAs will:

- ✓ Enforce the six Standards of behaviour at Penryn College.
- ✓ Have a thorough knowledge and apply the appropriate protocols for addressing classroom behaviour.
- ✓ Have a thorough knowledge of the learning and behavioural needs of the pupils they support.
- ✓ Liaise regularly with class teachers and tutors to identify and implement strategies that support the learning and behavioural needs of the pupil.
- ✓ Actively seek opportunities to praise good behaviour and consistently apply the school's reward system.
- ✓ Consistently apply the school's Foundations for Learning.
- ✓ Review the behaviour of pupils for whom they are the Key Worker. Identify strategies that will enable the pupil to access the curriculum and moderate any inappropriate behaviour.
- ✓ Interact positively with children to encourage them to engage in meaningful and constructive activities.

Lunchtime Supervisors will:

- ✓ Supervise children during the lunch period in accordance with the School's policies.
- ✓ Complete the necessary records with regard to any incidents that occur during a duty.
- ✓ Promote good table manners and encourage children to eat a variety of foods.
- ✓ Undertake behaviour management training.

The Governing Body/Headteacher will:

- ✓ Ensure that there is no differential application of the policy and procedures on grounds of ethnicity, gender, sexuality, religion or disability.
- ✓ Fulfil their statutory duties in relation to behaviour:
 - Convene each half term to review any Fixed Term or Permanent Exclusions.
- ✓ Review whole school and Department data at three annual Scrutiny Governors meetings; this includes:
 - - Bullying.
 - - Fixed Term exclusions and patterns of exclusions.
 - - Behaviour Manager Reports.
 - - Department Behaviour Reports.
 - - The progress of pupils on School Contracts.

Parents and Carers will:

- ✓ Encourage and support students to take responsibility for their behaviour both inside and outside of school.
- ✓ To work in partnership with the school to assist in maintaining high standards of behaviour and raise with the school any issues arising from the implementation of this policy.
- ✓ Be made aware of the Behaviour Standards and the consequences for pupils for not adhering to them.
- ✓ Read and sign the Home/School Contract.
- ✓ Be made aware of parent workshops that will support their understanding of how to enable their child to achieve high levels of personal responsibility.

The Behaviour Policy will be monitored through:

- ✓ Classroom observations carried out by Heads of Department, Senior Leaders and Learning Coaches.
- ✓ Weekly review of Behaviour Manager Report by Tutors, Heads of House/Year, Heads of Department, Senior Leaders, Mentors and Key Workers.
- ✓ Learning Walks undertaken by Senior Leaders.
- ✓ Half termly analysis of the Foundations for Learning.
- ✓ For pupils on the Record of Need, their behaviour will be reviewed twice a year in preparation for the writing of their IEP and regularly via co-diagnosis (AHT and SENCO).
- ✓ AHT i/c Behaviour to review Department Behaviour reports and present findings half termly.
- ✓ Staff and Parent Annual Questionnaire.
- ✓ Half termly review by Student Focus Group.
- ✓ Half termly analysis of referrals to LSU and review of EST mentoring programmes.
- ✓ Reports from Lunchtime Supervisors.

Appendices:

1. Rewards and Sanctions (AMs and BMs).
2. The Learning Support Unit and Exclusion Room.
3. Exclusion Legislation
 - a. Main points from Education and Inspections Act 2006.
 - b. Annex D: Serious incidents of misbehavior leading to fixed period or permanent exclusion.
 - c. The Exclusion Process and Legislation: Time Limits.
 - d. The Discipline Committee: Terms of Reference.
 - e. Exclusion Appeals - Procedures for Governors.
 - f. Procedures for accepting pupils from another school.
 - g. Swearing & the use of Laser Pens in school.
 - h. Managed Move Protocols.
4. The Education Support Team
 - i. Summary of EST.
 - ii. Stages of Suspension
 - iii. CAF protocols.
5. Dealing with Serious Behaviour Incidents (inc. British Values and Prevent)
6. Special Arrangements - The Behaviour Monitoring Card System.
7. Procedures for dealing with pornographic material.
8. Falmouth & Penryn Behaviour Partnership Vision Statements.
9. Home School Contract.
10. Mobile Phone Policy & MP3 Policy.
11. Glossary of terms

Appendix 1 - REWARDS AND SANCTIONS

Evidence from a variety of sources indicates rewards have a greater part to play than sanctions when it comes to regulating and improving behaviour - "Catch them being good" or "Accentuate the Positive" reduces the need for negatives.

Extensive and independent research from around the world has shown that simple PRAISE can be the most effective agent in behaviour management. Teachers increase the quality and quantity of their use of praise after appropriate pupil behaviour (social as well as academic) and use fewer but more private and effective reprimands.

Praise - Can be delivered in formal and informal ways (e.g. quiet private word, public acknowledgement before group/class/year, referral slip, recorded in the e-organiser, book or report). It can be awarded to individuals or to groups. It can be earned for the steady maintenance of good standards as well as particular achievements, more senior colleagues can be asked to reinforce this praise by offering their personal commendations privately or in assembly when outstanding, courteous behaviour or excellent work is brought to their notice.

Achievement Manager/Rewards and Achievements:

Students are awarded an Achievement Manager Point (AM) for an excellent piece of work or contribution to class, which goes above and beyond.

Staff will award Achievement Points where individual students produce work or behave in a manner that is 'better than expected'.

What happens when a student receives an Achievement Point?

- Tutors will ensure their SIMS homepage is set up to notify them when a student receives an Achievement Point. This will enable them to praise the student in the next Tutor period.
- All Achievement Points contribute towards the House Cup as a 'House Point'.
- The total number of Achievement Points are recorded on each Assessment Report that goes home. Parents are also able to view total Achievement Points via their log in on the Virtual School and through weekly emails.

How are Achievements celebrated?

- Every half term the 20 students with the most AM points will be invited, along with parents, tutors, HOH/Y and SLT to a celebration. They will also have their photo taken which will be celebrated on the screens around school and in the Pennant.
- Parents will receive a letter informing them of their son/daughter's success.
- At the end of each term, the students with the most AM points in the school will be celebrated in the final assembly and their names entered into a prize draw. Their parents will also been informed formally in writing. They will also have their photo taken which will be celebrated on the screens around school and in the Pennant.
- Students will be awarded certificates by HOH/Y in assembly (and should be used as part of their Y9 Graduation evidence):
 - 15 Achievement Points = Bronze
 - 30 Achievement Points = Silver
 - 45 Achievement Points = Gold
 - 60 Achievement Points = Platinum

Sanctions:

Most students behave well most of the time, but if they do misbehave appropriate action will be taken. This action will vary according to the seriousness of the misbehaviour.

Students will be expected to comply with the action taken. Parents will be contacted when persistent misbehaviour occurs and for more serious misbehaviour.

Alongside any system of punishment, it is necessary to develop teachers' understanding of the reasons for misbehaviour and ensure that when sanctions are invoked, pupils should be brought to understand why what they have done is unacceptable and how they can put it right. Training in the techniques of Assertive Discipline will help ensure this is achieved.

Sequence of sanctions relating to unacceptable behaviour and or work:

In the tutor base/in corridors:

No warning is given for incorrect uniform (there are spare shoes, trousers in the Skills Centre which will be issued with no parental note, and tutors are able to issue a yellow slip where there is a justifiable reason with a note for a short period), lateness, chewing gum or use of a mobile phone. Where there is a persistent issue with a pupil who cannot adhere to the standards/rules they will be referred to HOH. **All staff will challenge manners at all times.**

In the classroom 3 stages – Unified language Warn, Move, Park:

Stage 1 WARN: Student will be given precise information as to why they are being warned and refer to the rights of the class to learn without distraction.

Stage 2 MOVE: The student has failed to listen to the advice given when warned and have continued to display behaviour that is distracting to others, they are moved within the classroom.

Stage 3 PARK: If the student has been warned, knows precisely what behaviours are not conducive to learning, they need to be parked with another teacher or Head of Department and will continue to work on the lesson content. Refusal to be parked will result in the student being placed in the Exclusion Room.

Behaviour Manager Points:

At Penryn College we use Behaviour Manager on SIMS to record details of Communications and Conduct. This enables all of us (including parents via the weekly email) to see at a glance from the Pupil's Profile Page what types of behaviour are present, what stage of suspension or type of report the student is under and at what stages the parents have been informed.

1 POINT – Recorded by Teacher/Support Staff/Tutor via Class Charts or recorded on SIMS

And be followed up by a Teacher/Tutor sanction (Teacher/Tutor 10 minute detention) HOD/HOH informed if these are becoming too frequent an occurrence

1	Uniform
1	Late to lesson/Tutor
1	Disruption
1	Lack of Classwork
1	ipad Low Level Misuse/Not Charged
1	Littering
1	Lack of Equipment (inc. PE)
1	Homework
1	Failure to Follow Instructions
1	Other

2 POINT – Must be recorded/reported to HOD/HOH on SIMS. HOH/HOD informs parents for persistent 2pt offence. And followed up with a 20-30 minute HOD/HOF detention /or 1 hour HOH detention

2	Failure to Attend Teacher Detention
2	Repeated Failure to Complete Homework
2	Parked
2	ipad Medium Level Misuse
2	Persistent Lateness to Lessons/Tutor
2	Bullying
2	Repeated Disruption to Lessons

2	Repeated Failure to Bring in Correct Equipment
2	Repeated Failure to Follow Instructions
2	Other

3 POINT – Must be recorded/reported to SLT (and L. Salmon if Truancy) on SIMS. Parents informed by EST/SLT. Must also be followed up with proportionate response - an hour SLT detention/Day in the Exclusion Room/Fixed Exclusion/Pending Permanent

3	Aggressive Behaviour/Fighting
3	Refusal to be Parked
3	Damage to Property
3	Confrontational Behaviour
3	Persistent Bullying
3	Dangerous Behaviour
3	Failure to Attend HOD/HOH Detention
3	ipad/High Level Misuse
3	Theft
3	Walking Away from Staff
3	Racist Incident
3	Truancy
3	Illicit substances (Smoking/Drugs/Alcohol)
3	Other

Teacher/Tutor DT (10 mins)	HOH DT (1 Hr)	HOD DT (20-30 mins)	SLT DT (1 hr)
Break time/Lunch time accordingly	Wednesday After school	Lunch times according to HOD/HOF	Friday After school

Report Cards - Target 'OBMs' at the start of each new term

- 10BMs – Student is placed on **Green** Tutor Report Card, Tutor informs Parents
- Unsuccessful Tutor Report – Student is placed on **Yellow** HOH report Card, HOH meets with Parents
- Unsuccessful HOH Report – Students is referred to KO and placed on **Blue** Target Card/Stages of Suspension
- Where a pupil has gained most BMs from a single subject area a subject **Yellow** Conduct Card will be recommended.

Notes on Detention:

1. (a) Blanket detention of a whole class is not acceptable for inevitably pupils who are quite innocent are incorrectly detained.
2. (b) In cases where detention is contemplated, consideration should be given to any extra risks to the pupil when returning home and to other factors such as the age of the child, over-use for a particular pupil or by a particular teacher.
3. (c) Entitlement to free transport does not itself exempt a pupil from detention.

Appendix 2 THE LEARNING SUPPORT UNIT (LSU OR HUB)

The Learning Support Unit is housed within 'The Base'. It exists to keep pupils in school and working while they are addressing their behavioural/emotional issues, facilitating re-integration into mainstream classes as quickly as possible.

The Learning Support Unit devise and support individual curriculum and behaviour packages so that pupils re-engage in the learning process.

The Learning Support Unit at Penryn College has a variety of functions all of which are intended as short term measures:

- For students who are struggling to cope emotionally for a variety of reasons, for short term respite in a quiet atmosphere.
- For students on transfer from another school to assess ability and to support a smooth transition into Penryn College.
- For students who are unable to get around the school due to medical issues.
- For students where it has been agreed with SLT that they will have timetabled time in the LSU.
- For short term behaviour intervention.
- As an extension and reintegration following an exclusion.

There is a clear entrance and exit strategy agreed prior to a student using the LSU (see example form below) and students must complete a worksheet (below) and are encouraged to work with key LSU staff (Julia Bissett) on a plan for their time in the LSU.

Referral to the LSU is via HOH/HOD and SLT only.

EXCLUSION ROOM (ER)

A student will be referred to the Internal Exclusion Room for a high level offence (3Point BM) or a failure to meet acceptable percentages against targets.

A student can only be referred to the Exclusion Room via SLT or HOH and there are strict procedures to ensure the consequence is suitable.

Alternative sanctions may include, break/lunch departmental detention, time after school in RHAPT for poor homework/classwork, extension of the school day until 4.30pm to complete work not completed to a satisfactory level in a class, HOH truancy detention and Friday SLT detention.

When in the Exclusion Room:

Students work in silence (failure to do so may result in a repeat of the day).

Students complete all work set by their subject teachers.

Students/staff reparation before entry back into lessons

Appendix 3 EXCLUSION LEGISLATION

The Exclusion Policy of Penryn College will accord with:

- 'Improving Behaviour and Attendance – Guidance on Exclusions from schools and Pupil Referral Units' (September 07).
- The Education and Inspections Act 2006.
- The White Paper 'Higher standards, better schools for all' October 2005.

Appendix 3a - SUMMARY OF LEGISLATION

Regulations lay down two types of exclusion, temporary and permanent. Only the Headteacher or Acting Headteacher can exclude a pupil either permanently or for fixed terms up to a maximum of 45 days in a school year.

Permanent exclusion is only used as a last resort:

- When a pupil has proved totally disruptive to the work of the College.
- When all other sanctions have failed to bring about a change in very poor behaviour.

- For a very serious offence (e.g. violence, drugs) it may not be appropriate for a “prior alternative strategy”.

Parents must be informed immediately of any exclusion, the reasons for it, its duration and of their right to make representations within 15 school days for permanent exclusions and exclusions totalling more than 15 days in a term, and, within 50 school days for all fixed term exclusions of between 6 and 15 days in total to the Governors Discipline Committee. They also have a new right to make representation to the Discipline Committee if an exclusion is extended.

All fixed term exclusions which result, separately or in total, in the pupil missing more than 15 school days in any one term, or which deny the pupils the chance to take a public examination and all permanent exclusions, must be reported immediately to the Governors and the LA, either of whom have the right to direct reinstatement either immediately or on a fixed date. From September 07 all schools have a duty to arrange suitable full-time education provision from the sixth day of any fixed term exclusion of more than five days. Provision should ‘normally be offsite’, but a school can make on-site provision where arrangements for shared on-site provision have been made jointly with at least one other school and is available to pupils from that school. This provision has been agreed with Falmouth School.

The Headteacher can extend a fixed term exclusion or, under exceptional circumstances, convert a fixed term into a permanent exclusion, but must write again to the parent explaining why.

Under the regulations, parents can appeal to Governors (see Procedures for Governors) and then an independent tribunal against a permanent exclusion. Governors can also appeal to the tribunal if the LA reinstates a pupil against their wish. (see Time limits following Permanent Exclusions).

Parents can make their case:

To the Discipline Committee:

- within 50 school days for all fixed term exclusions of between 6-15 days in total;
- within 15 school days for all permanent exclusions.

To the Appeal Panel:

- which must meet within 15 days of the date the parent lodges notice of an appeal.

Further Points

The College prospectus must contain mention of exclusions and the circumstances for their use.

The College will keep behavioural records on individual pupils detailing incidents of poor behaviour, sanctions taken and responses, all appropriately dated. These have to be available for parents.

The College's Education Welfare Officer will be advised of exclusions within 24 hours and, if appropriate, help press home tuition to be established with minimum delay.

Appendix 3b – ANNEX D: SERIOUS INCIDENTS OF MISBEHAVIOR LEADING TO FIXED PERIOD OR PERMANENT EXCLUSION

1. Subject to the exceptions in paragraph 5, the Academy Trust shall act and shall ensure that the Headteacher and the Governing Body act in accordance with the law on exclusions as if the Academy Trust were a maintained school. For this purpose, reference in the law on exclusions to the Headteacher and Governing Body shall respectively be deemed to be the Headteacher and Governing Body of the Academy Trust.

2. Without limiting the generality of paragraph 1, the Academy Trust shall ensure that the Local Authority in which the Academy Trust is located and, where the pupil concerned resides in the area of a different Local Authority, the Local Authority in which the pupil is ordinarily resident is informed of an exclusion decision in

the same circumstances, and within the same timescale as the Headteacher of a maintained school is required to inform the Local Authority (or Local Authorities) of an exclusion.

3. Subject to the exception in paragraph 5, the Academy Trust shall ensure that the Headteacher and the Governing Body of the Academy have regard to the Secretary of State’s guidance on exclusions when excluding, or reviewing the exclusion of a pupil and in relation to any appeals to review process as if the Academy Trust were a maintained school.


4. The Academy Trust shall make arrangements for enabling appeals against, or review of any decision of the Governing Body to permanently exclude a pupil in accordance with the functions assigned to the Local Authority in relation to a maintained school. The Academy Trust shall ensure that appeal/review panels are impartial, and are constituted in accordance with the Secretary of State’s guidance. The Academy Trust shall comply with any decision of an appeals panel, or direction of a review panel.

5. The exception to the duties imposed under paragraphs 1 and 3 is:


The Governing Body of the Academy Trust is not expected to seek the advice of a Local Authority officer when considering an exclusion, although a Local Authority officer may attend any meeting to consider an exclusion (including an appeal hearing or review) at the request of a parent and subject to the Academy Trust’s obligations under clause 30 of this agreement relating to an agreement with the LA on the flow of funds following an exclusion, the arrangement for money to follow pupils who have been permanently excluded from school does not apply.

Appendix 3c - THE EXCLUSION PROCESS: TIME LIMITS

Fixed Term 1-5 Days Inclusive

Actions	Timescale
AHT/HT phones parents and sends letter to parent. The AHT/HT is not obliged to inform Governors.	Immediately.
	
The Parent may write to the clerk asking to take a case to the Governors; this only need occur on parental request.	
The Governors cannot direct reinstatement.	60 Days.

Fixed Term 6 - 15 Days inclusive (separate or aggregated)





Actions	Timescale
HT phones parents and sends letter to parent. A copy is sent to Governors and LA.	Immediately.
	
The Parent may request a meeting with the Governors. The Governors can uphold the exclusion or direct reinstatement.	Between the 6 th and 50 th Day following notification.
The HT ensures that education provision is made available from the 6 th day of the exclusion	

Note:

Parents must be notified in writing that they are required to ensure that their child is not present in a public

place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.

Appendix 3d - Fixed Term 15-45 Days Separate days or aggregated in any one term

Actions	Timescale
AHT/HT phones Parent and sends a letter to Parent. The AHT/HT is not obliged to inform Governors.	Immediately.
	
Clerk to the Committee invites Parent and LA representatives to a meeting. Parent may be accompanied by a friend or legal representative. Clerk requests written statements and circulates to all parties attending, ensuring that children cannot be identified. The excluded pupil may attend.	Between 6 th and 15 th day following notification.
D: Permanent Exclusion	
HT makes decision to permanently exclude.	Immediately.
	
HT sends letter to Parent and a copy to Governors and LA.	Without delay.
	
Clerk convenes Disciplinary Committee, invites Parent and LA. The clerk requests written statement and circulates to all parties.	Between 6 th and 15 th day following exclusion.
	
The Committee can uphold the exclusion or direct reinstatement. Upon decision the clerk notifies the Parent and LA giving reasons. Copy of letter is placed in pupil's file. The date within which Parent has a right of appeal- within 15 school days. Must be identified in the letter of decision.	Within one normal school day.

Note:

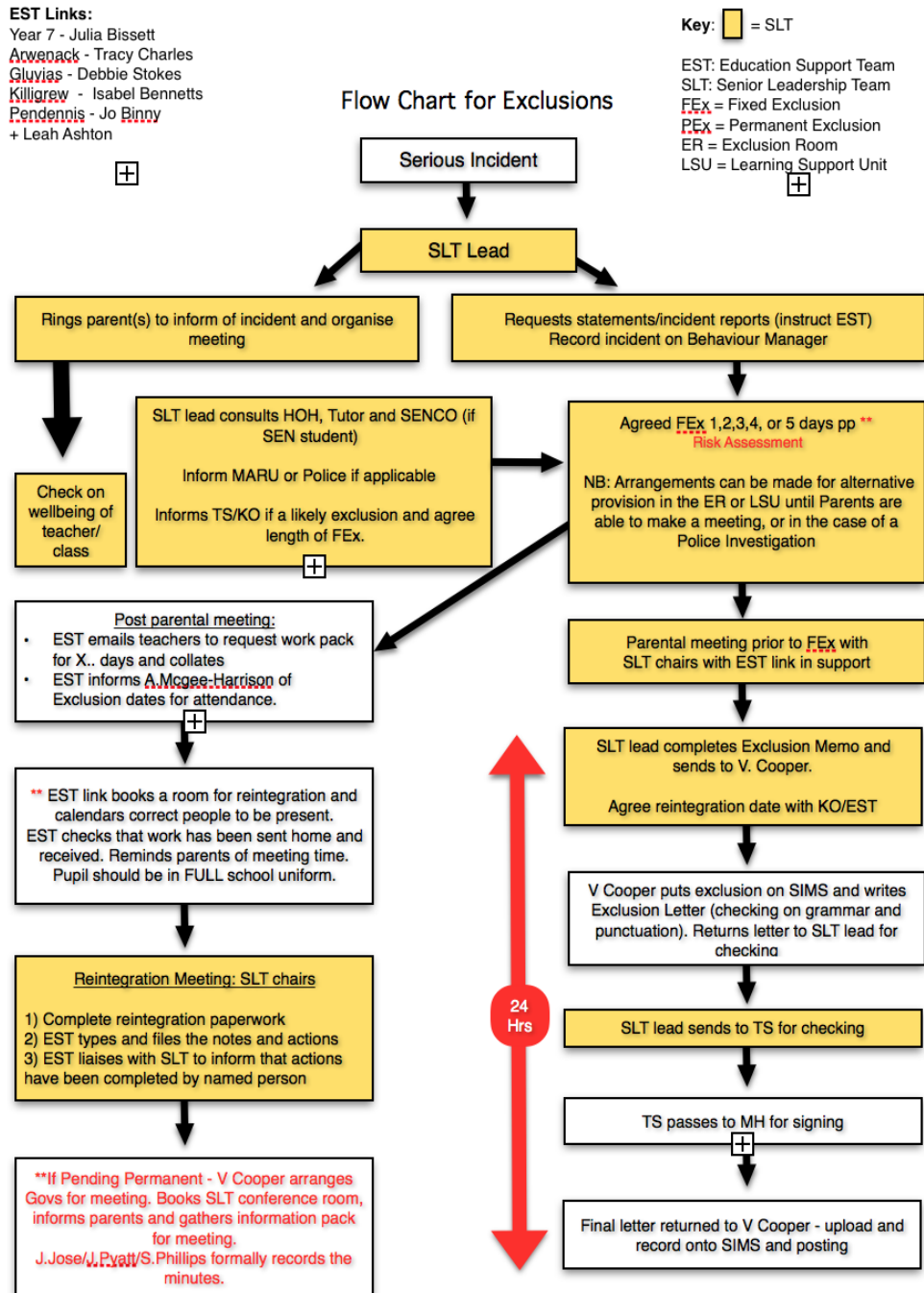
- The advice is that an exclusion is counted from the start of the next school day.
- Records of exclusions must be kept and submitted to Special Education termly
- If a pupil is to miss an exam the Committee should try and meet prior to the exam; if this is not possible the chair may make the decision whether to reinstate or not. If a pupil misses an exam the LA must be informed immediately.
- Up to 15th day of an exclusion the school must provide work; thereafter the LA must make every effort to provide education for the pupil.

Independent Review Panel

Parents must apply within 15 school days of notice being given by the Governing Body that permanent exclusion is upheld.

Any application outside of this time frame must be rejected.
Review must begin within 15 school days from receipt of the application

Parents have the right to appoint an SEN expert to attend the review.
The Independent Review Panel Hearing is to review the decision of the Governing Body (not to reinstate).



Appendix 3e - THE DISCIPLINARY COMMITTEE

Membership: Three Governors (excluding the Headteacher) drawn by the Chairman or Clerk to the Governors from those volunteering at the first full meeting of the year.

Quorum: Three Governors, none of whom should have a connection with the pupil or the incident that could affect their ability to act impartially.

The Headteacher will provide advice on the exclusion process and handle the administrative arrangements.

Terms of Reference:

1. To keep under review the use of pupil exclusion within the College.
2. To receive reports of exclusions of more than 5 days but less than 15 in a term and to meet within 50 days to consider the exclusion. To receive reports of exclusions of more than 15 days in a term and to meet within 15 days to consider the exclusion.
3. To meet to consider the views and appeals of parents in person and/or in writing in accord with statutory requirements.
4. To decide, for exclusions of more than 15 days, whether to direct reinstatement or uphold the exclusion if the pupil is still excluded when the meeting takes place.
5. For permanent exclusion, to satisfy itself that all possible strategies take account of amended guidance highlighted in 'Improving Behaviour and Attendance – Guidance on Exclusions from schools and Pupil Referral Units' (September 07), to improve a child's behaviour have been tried and failed. These should include those in Circular 10/99, including a Pastoral Support Programme, except for a very serious offence (e.g. serious actual or threatened violence, supplying drugs, sexual abuse or assault, carrying an offensive weapon).
6. To notify the parent and the LA of their decision within one school day of the hearing, giving their reasons.
7. To ensure a note of the Committee's views on the exclusion is placed on the pupil's record.
8. To review Student Contracts and make recommendations as to whether a pupil should remain or change the Stage of their contract.

Appendix 3f - EXCLUSION APPEALS - PROCEDURES FOR GOVERNORS

Set out below is a suggested format, based on a Code of Practice on procedures for exclusions for governing bodies, published by the ACC and AMA.

The role of the Governors in such matters is defined under the Education (No. 2) Act 1986, Section 25, 'Improving Behaviour and Attendance – Guidance on Exclusions from schools and Pupil Referral Units' (September 07) and The Education and Inspections Act 2006.

"The governors have to consider whether the pupil was responsible for the incident(s) which led to the exclusion and, if so, whether permanent exclusion was a reasonable response to that behaviour".

The stages of the hearing are as follows:

At the outset of the hearing, parents and governors alike are given the opportunity to read all the documentary evidence:

- The case for the school.
- Questioning by parents.
- The case for the parents.
- Questioning by the school.

- Questioning by the governing body (if necessary).
- Both parties withdraw before the governors consider their decision.

(We may wish to write to the parents outlining the above procedures. A similar letter is always sent to the parents by the Clerk to the Appeal Committee).

Other key points from the Code of Practice:

- It is not necessary for the pupil who has been excluded to attend the hearing. The hearing should be as informal as is possible, given the circumstances. The parents would not normally be represented legally at the governors' meeting but can bring a friend or legal representative if they wish.
- The hearing should be minuted, and the minutes made available to the parents. The minutes would form part of the evidence for the case of the exclusion should the parents appeal to a formal Appeal Committee.
- The governors must communicate in writing to the parents with a copy to the LA without delay their decision where they decide the pupil should not be reinstated. The letter should inform the parents of the reasons why permanent exclusion was considered the proper measure and of their right of appeal.
- Should the parents appeal to an Appeal Committee, a member of the Governors' Disciplinary Sub-Committee would attend the appeal.
- The same evidence that was presented to the governors regarding the exclusion should be presented at the time of the Appeal. New information regarding the exclusion cannot be presented at the appeal stage.

Appendix 3g - PROCEDURE OF ACCEPTING PUPILS EXCLUDED FROM ANOTHER SCHOOL (FAIR ACCESS PROTOCOL)

1. The Fair Access Protocol is written in accordance with the School Admissions Code 2014 (issued under Section 84 of the School Standards and Framework Act 1998) and applies to all community, voluntary-controlled, voluntary- aided, foundation, trust, academy and free schools in Cornwall and to admissions in the academic year 2015/16.
2. The Admissions Code 2014 states: 'Each local authority **must** have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority **must** ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour.
3. Referral under the Protocol must not be used as a means to circumvent normal admissions procedures. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered. The Fair Access Protocol is triggered when an eligible child is unplaced, outside the normal admissions round.
4. Children in Care (also known as 'looked after children') or children that were previously in and/or children with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC plan) will be dealt with outside the Protocol. These children will be referred through Cornwall Council's Children in Care Education Support Service and/or Special Educational Needs (SEN) Assessment and Provision Team as appropriate.
5. Children in Care, children that were previously in care and children placed through the Protocol take precedence over children on a school's waiting list.
6. There is no duty upon the Admission Authority or the LA to comply with parental preference when allocating places through the Protocol. However, the allocation of places in accordance with a Fair Access Protocol does not override a parent's right to appeal to an independent appeal panel against the refusal of a place at any school for which they have applied. The right of appeal is withdrawn for a child who has been twice permanently excluded where the last exclusion was within the last two years (Admission Appeals Code, Section 6).

7. In the first instance, the School Admissions Team will consider whether or not an in- year application falls under the Fair Access Protocol. The Fair Access Protocol will only apply where an eligible child is unplaced, outside the normal admissions round.

Procedure:

Parent completes Fair Access paperwork and indicates preference – Fair Access paper work is processed by Schools Admissions team – School Admissions Team circulate paperwork to Fair Access Panel – AHT (behaviour) discusses placement with DHT/HT – Fair Access Panel – if agreed entry then AHT organizes parent/student interview and admission plus terms of entry.

Terms of entry might include:

- signing a school contract for a specified period.
- support from outside agencies as appropriate.

Appendix 3h - SWEARING AND THE USE OF LASER PENS IN SCHOOL

In the event of a pupil swearing at a member of staff, we would expect to exclude that pupil (internally or externally).

The precise nature of the punishment will be informed by the individual circumstances and context of each case.

Laser Pens

In the event of a pupil bringing a Laser Pen to school, they can expect it to be confiscated and returned only to their parent/guardian. Should they use the laser pen against another pupil or member of staff, we would expect to exclude that pupil (internally or externally).

Behaviour Off site

The College may also discipline a child for any misbehaviour when a child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a student at the College.

Appendix 3i - MANAGED MOVE PROTOCOLS

We recognize that there are occasions when, in the best interests of the student and of the schools, it would be appropriate to manage the transfer of a student from our school to another. There would also be occasions when it would be appropriate to manage the transfer of a pupil from another secondary school to ours.

1. What do we mean by a 'managed' transfer?

The term 'managed' transfer implies that the Headteacher or delegated officers work together, possibly with the guidance and support of LA officers, to place a student in a new school or integrate a pupil into our school.

2. Processes and Procedures

We expect the following processes and procedures to apply.

1. The pupil will be identified as potentially benefiting from a managed move.
2. The school has initial discussions with pupil and parents. They identify 2 potential alternative schools.
3. At a very early stage, there will be an open informal discussion between the Headteachers or delegated officers involved.
4. Quantitative and qualitative data and records about the student will be collated.
5. A meeting will take place between staff of the schools involving the student, parent(s) and representative(s) of any relevant interested agencies, including the LA. They may already be involved with the pupil or may need to be at the receiving school. A PSP is drawn up for the pupil and the receiving school (targets will form success criteria if a trial is to be used).
6. Agreement between the schools will be reached to cover any or all of the following according to the particular needs and circumstances:-
 - a. Whether the transfer is permanent or temporary (and, if temporary, the criteria for deciding for/against permanence).
 - b. The procedures for inducting the student into the receiving school (including, for example, the use of any behaviour unit support, the role of key staff including LA support agencies).
 - c. The procedures to enable the appropriate transfer of funds between the schools (including the correct proportion of LMS funding and any special needs funding).
 - d. The procedures to review the extent to which the transfer is successful and how to respond if the move goes wrong.

Notes

The extent to which the active support of the LA is needed.

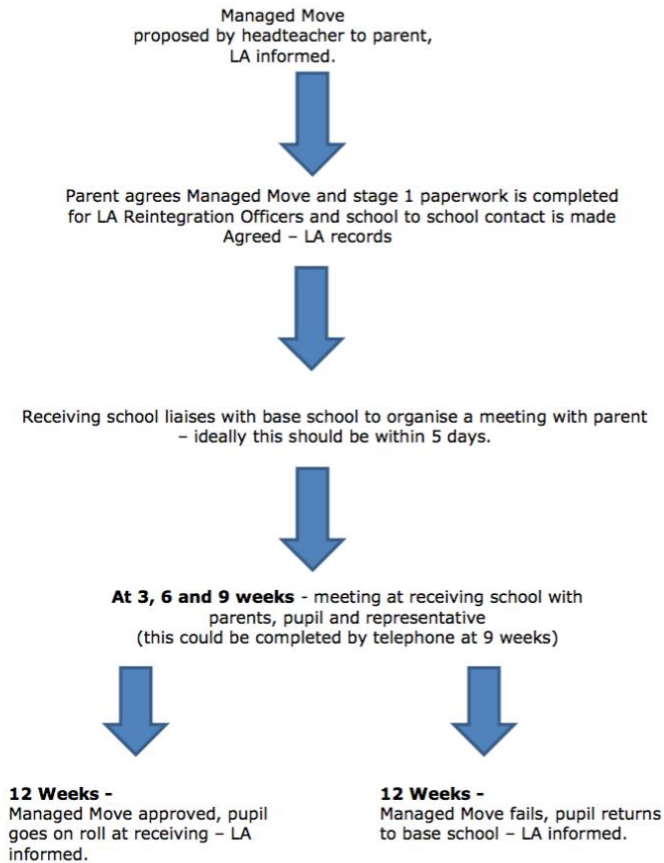
The timescales for action – a trial period should be approximately 6 weeks with a meeting scheduled after this period with the parents' child and reintegration officer to assess progress. Success criteria linked to PSP

7. Agreement of the schools with the LA may be sought, as necessary, coordinated through the School Reintegration Officer, to address any or all of the following according to the particular needs and circumstances:-

- a. to overcome the admission limit for a particular year group at the receiving school.
- b. to preserve a place for the particular student at the giving school (that is, the student stays on the roll of the giving school until the transfer is made permanent).
- c. to make temporary/permanent revised/new transport arrangements.
- d. to secure an amendment to a statement of special educational need when a particular school is named on the statement. Where this is the case it is recommended that a member of the special needs team is invited to the initial consultation meeting.
- e. to amend the admission rules for a Looked After Child if applicable.

When two students are exchanged between schools, there may be no need for a transfer of funds.

Where a trial is used and successful funds would be transferred once the move is confirmed as permanent and backdated to the start date. Formula taken from Section 53 Day 6 LA guidance.



Appendix 4i - THE EDUCATION SUPPORT TEAM (Skills Centre)

The EST is responsible for coordinating and monitoring the work the College does and that external agencies do with those students whose:

- behaviour is causing such concern that it may lead to exclusion and the pupil has been referred to Stages of Suspension.
- barriers to learning and socialising mean they require extra support.
- home circumstances mean they require extra support.

EST Staff:

- Mrs Bissett – Year 7 EST Link
- Mrs Charles – Arwenack EST Link
- Mrs Stokes – Gluvias EST Link
- Miss Bennetts – Killigrew EST Link
- Mrs Binny – Pendennis EST Link
- Mrs Ashton – EST Link

When actions are required of external agencies the above named contacts will monitor what actions occur. These actions will feedback to multi agency meetings and to the weekly EST group and through the publication of the EST spreadsheet to HOH, tutors and other staff.

Monitoring

Monitoring of pupils on the EST programme will take several forms:

1. Pupils on Stages of Suspension (see below).
2. Red pupils: Those who are identified as high risk on a threshold which measures a combination of high BMs, poor attendance, and are showing poor rates of academic progress at each assessment point.
3. Amber pupils: Those who are identified as medium/high risk on a threshold which measures a combination of high BMs, poor attendance, and are showing poor rates of academic progress at each assessment point.
4. Referrals from HOH/Y: Pupils of concern requiring additional expert support

Success Criteria

- The College's exclusion record will be compared to national and local averages.
- The EST spreadsheet and student plans will show links between interventions and behaviour patterns.
- Pupils' reports and attendance records will be scrutinised to examine the impact of EST support.
- All staff will be clear about the purpose and workings of the EST.

Appendix 4ii – THE STAGES OF SUSPENSION

The Stages of Suspension ranges from Stage 1 to Stage 5. Students are placed on the Stages of Suspension where there has been a significant increase in behaviour that has failed to decrease through use of Head of Department intervention and Head of House intervention. In most of the cases these pupils are already highlighted through our school data capture as those who are underperforming, or have low attendance resulting in poor attainment and progress.

A pupil who reaches Stage 1 of Suspension will have accrued a significant amount of Behaviour Manager Points which have been analysed to understand what the main barrier to learning is (subject area/time of day/section of lesson/repeated behaviour type). They will have been placed already on a Tutor Report Card then escalated to a Head of House Report Card.

The Head of House will then contact the Skills Centre to make a referral.

The Stages of Suspension are reviewed every half term (or 6-8 weeks depending on when the student joined the Stages of Suspensions). After the review (which is in consultation with Heads of House) new Stages are published to staff via the Friday bulletin and recorded in the Skills Centre Central folder on the Staff Shared computer system.

A student will automatically enter the Stages of Suspension if they have a fixed term exclusion. The level of which is decided at a Governors Disciplinary committee meeting (half termly).

At each Stage there is a parental meeting, use of Target Cards, a Student Plan, classroom interventions, external interventions and a dedicated member of the EST team to work alongside the student.

Appendix 4iii – PENRYN COLLEGE EST/MULTI-AGENCY CAF PROTOCOLS

When a Common Assessment is needed

- A Common Assessment will be completed during, or following the recommendation of, a multi-agency meeting. The CAF will be initiated by a nominated member of the multi-agency team, but this professional will not necessarily become the Lead Practitioner.

- The decision to initiate a CAF will be guided by a belief that the child will not progress towards the five Every Child Matters priority outcomes without additional services. A CAF could also be initiated if the needs of the child are unclear, or broader than the multi-agency team can address.
- A CAF would be initiated when factors outside of school, impacting upon a child's learning, needed to be identified.

When considering a Common Assessment, practitioners should also consider:

- How well the child is developing.
- How well the parents or carers are able to support their child's development and respond appropriately to any needs.
- The impact of wider family and environmental elements upon a child's development and on the capacity of their parents and carers.
(Pupils will continue to be reviewed through routine EST/multi-agency meetings) When a Common Assessment is not required
- If the needs of the child have already been identified and can be met by either the EST or multi-agency team.
- If the child has been harmed or at risk of being harmed. In such cases, established Child Protection procedures are to be followed.
- The child requires a statutory SEN assessment and therefore has by definition complex needs.

Before a Common Assessment can be initiated, consent must have been given by the parent/carer and/or the child.

Applying Consent & Confidentiality

- When completing a Common Assessment the practitioner should ensure that consent has been given. The practitioner should also explain to the child and/or parent how the information in the assessment could, or will, be shared.
- The child and parent should be given copies of relevant documents.

The CAF is a shared assessment tool for use across all children's services and all local areas in England. It aims to help early identification of need and promote coordinated service provision for children with additional needs.

- Information should be accurate and up to date, and is shared only with those people who need to see it.
- Practitioners should work alongside children and parents to agree how information is recorded, used and shared.
- A young person of 16, or a child under the age of 16 who has the capacity to understand and make their own decisions about what they are being asked, may give consent. Children aged 12 or over may generally be expected to have sufficient understanding. Otherwise, a person with parental responsibility should be asked to consent on their behalf.
- Where a practitioner has chosen not to gain consent they should record their reasons for doing so. The reasons for not seeking consent could be:
 - To prevent significant harm arising to that child.
 - Where there is evidence/reasonable cause to believe that the child may be suffering or at risk of suffering significant harm.

Appendix 5 - DEALING WITH SERIOUS BEHAVIOUR INCIDENTS (inc. a) British Values and Prevent)

There will always be a certain amount of professional judgement attached to defining what a serious behaviour incident is; however, this appendix focuses on the following types of incident:

- Incidents that place staff, pupils or the public in danger or create feelings of threat or menace.
- Incidents in which damage is done to property or buildings.
- Behaviour that may lead to exclusion.
- Behaviour that is seriously impeding proper teaching and learning.
- Using abusive language to members of staff.

If a member of staff is suffering from such behaviour or becomes aware of such behaviour they should be guided by the following points:

- Be aware on the use of physical restraint policy.
 - Do what is practicable to minimise the risk of harm to pupils and yourself.
 - In an emergency send for help to teachers close by; if you have to leave the room briefly to get help do so; wherever possible send a pupil. As soon as possible send for a member of the SLT. The member of the SLT will then co-ordinate further action, including telephoning the parents, police or other agencies.
 - All staff that have witnessed the incident or heard pupils talking about it should write up statements. These should be sent to the member of the SLT dealing with the incident and to the Parent and Pupil Support Officer so that all records stay on file.
 - When possible at the point that they are sufficiently calm the offending pupil should do their own written account of the episode which should also be placed on file.
- a) We want all of you students to understand and appreciate similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. We strive to create an ethos of inclusivity where everyone feels accepted. We therefore, do not accept behaviour that demonstrates a lack of mutual respect or tolerance, whether this is in school, in the community, or on-line. When such behaviours are reported and investigated they will be dealt with via restorative means in addition to the normal behaviour policy sanctions to work towards educating an alternative viewpoint or response.

Appendix 6 - SPECIAL ARRANGEMENTS /REPORT CARDS

The aims of the process are:

- To improve the quality of teaching and learning.
- To gather information on students' behaviour.
- To work with parent/carers and pupils to improve discipline standards.

The process runs as follows:

Tutor/ Department Report (Green Cover) Length of time 2 weeks	<p>When students reach 10 Behaviour Manager points in a term they will be placed in tutor report. They will have targets set that consider the reasons for the Behaviour Manager points. Tutors will monitor the success on the Report Card, and liaise with Parents. Parents should sign each night and initiate suitable responses/removal of privileges as a sanction. If a student is successful they will be taken off Tutor Report Card. *</p>
Head of House Report Card (Yellow Cover) Length of time 2/3 weeks	<p>A student will be placed on a Head of House Report Card if they fail to meet targets set on the Tutor Report Card. Students will be set targets with Head of House and will have to report to Head of House daily to monitor. HOH liaises with Parents. Parents should sign daily and initiate a suitable response to continued poor behaviour/removal of privileges. If students are successful they will be taken off HOH Report Card.</p>

<p>Stage 1 of Suspension (Blue Cover)</p> <p>Length of time 6-8 weeks (1/2 term)</p>	<p>When a student has not been successful on Head of House Report Card they will be referred by the Head of House to the Skills Centre.</p> <p>The Skills Centre aims to help remove the barriers to learning and increase curriculum access. Stage 1 of Suspension represents increased awareness of the serious nature of the behaviour. Students will be placed on target card for a half term with targets set that refer to the specific barriers to learning. They will be allocated a key mentor from the Skills Centre who will monitor and facilitate ways in which to remove the barriers to learning. They will also be the main contact for Parents.</p> <p>Parents will have to attend half term reviews and create a PSP (Pastoral Support Plan). At the end of the half term all information will be reviewed (lesson monitoring, progress, behaviour manager points, target card percentages, teacher/tutor/head of house commentary). Failure to evidence an improvement will increase the student's stage of suspension. If the student is successful they will be removed from the stages of suspension and placed back on Head of House monitoring.</p>
<p>Stage 2 of Suspension (Blue Cover)</p> <p>Length of time 6-8 weeks</p>	<p>Stage 2 is a serious increase in behaviour and represents a student who is not making any changes to their behaviour with significant intervention.</p> <p>At the end of the half term all information will be reviewed (lesson monitoring, progress, behaviour manager points, target card percentages, teacher/tutor/head of house commentary). The student will either be reduced or maintained on Stages or increased in Stages of Suspension at the end of the half term.</p>
<p>Stage 3 of Suspension (Blue Cover)</p> <p>Length of time 6-8 weeks</p>	<p>Stage 3 is a serious increase in behaviour and represents a student who is not making any changes to their behaviour with significant intervention. At this stage a pupil is in danger of losing their place at Penryn College.</p>
<p>Stage 4 of Suspension</p>	<p>Managed move to another school. Placement at a Pupil referral Unit.</p>
<p>Stage 5 of Suspension</p>	<p>Permanent Exclusion.</p>

Teachers circle on the cards whether the student has

- 1 – met the Targets;
- 2 - has partially met the Targets;
- 3 - has not met the Targets at all.

In a **Tutor or Departmental Report Card** targets are specific to the nature of the 10 Behaviour Manager Points. Teachers are encouraged to comment **ONLY** on these targets. They can however, mention any other areas that require improvement.

In a **Head of House Report Card** targets are linked to the nature of the original tutor report and areas that the student has failed to make progress. HOH may request to see the students daily and implement consequences accordingly.

In the **Target Card**, students are encouraged to tick the sections of the pie chart representing 10 minutes of each lesson. This way we can identify a percentage of success for the lesson day and also drill into which part of the lesson day is causing the most issue and target accordingly.

Appendix 7 - THE POSSESSION AND DISTRIBUTION OF PORNOGRAPHIC MATERIAL IN SCHOOL

The Law : It is not a criminal offence to have pornographic material stored on a mobile phone. Nor is it a criminal offence to send pornographic images to another mobile phone.

It is an offence (Criminal Justice Act) to have and/or distribute images of children on mobile phones; or have pornographic images where consent for the image to be taken has not been given.

Mobile Phones:

1. Where pornographic images or any images are taken without the permission of the person(s) featured:
 - Phone confiscated/images deleted/parents collect phone.
 - A/S detention (if appropriate).
 - Pupil to meet with Community Police Officer.
2. Where pornographic images distributed to other pupils or images taken and used Inappropriately without the permission of the person(s) featured:
 - Phone confiscated/images deleted/parents collect phone.
 - Fixed term Exclusion/Internal Exclusion
 - Pupil to meet with Community Police Officer.
 - Computer: (Possession & distribution of images) checked
3. Where a pupil accesses pornographic material but does not distribute it to any other pupil.
 - Fixed Term Exclusion/Internal Exclusion
 - No access to internet for 1 term.
4. Where a pupil accesses and distributes pornographic material on the school network; or where a pupil distributes images of another person without their consent.
 - Fixed Term Exclusion/Internal Exclusion
 - No access to internet for agreed period of time
 - Pupil to meet with Community Police Officer.

Appendix 8 - FALMOUTH SCHOOL & PENRYN COLLEGE BEHAVIOUR PARTNERSHIP PLAN

Proposed content of Behaviour Partnership:

1. From the 6th day of a fixed term exclusion we agree to make available provision to jointly 'host' students excluded within the partnership.
2. We agree to share data relating to students identified as at risk of fixed and permanent exclusion; to ensure, where possible, a consistency of approach is employed. This data will be presented in terms of identifiable trends, such as 'trigger points' and will not name individuals.
3. We agree to share summative attendance data for pupils at risk of exclusion, and where attendance is below 85%. An agreed joint strategy to be developed. Again this data will seek to highlight trends rather than disclose individual cases.
4. Identify a common approach, where possible, addressing behaviour referrals e.g. thresholds for exclusion.
5. Identify a joint approach to The Common Assessment Framework (CAF).
6. Establish a set of Managed Move protocols between both schools.
7. Develop information sharing opportunities for parents from across both schools

Appendix 9 - PENRYN COLLEGE HOME-SCHOOL PARTNERSHIP AGREEMENT

It is important that in order to have a successful relationship between your home and our school, we set out the expectations that the school places upon each student, and also upon the parents. In turn the school and the staff also have some very clear obligations to fulfil. By clearly setting out these expectations and boundaries it will enable the students, parents and staff to work successfully together to achieve the best possible environment in which each student can achieve their potential.

There are three components to this agreement:

- The responsibilities of the school and staff.
- The responsibilities of the student.
- The role of parents.

(Extract from home school agreement) - Please take the time to read each section and ensure that each party has signed the relevant section. This is an important document which ensures that the whole school community clearly understands what is expected of them.

We want every child to have a positive experience during their time at Penryn College and to enable us to do that it is essential that you and your child are very clear about what we expect from you. In turn, you can see exactly what we promise to deliver in terms of education, emotional support and a positive learning environment where everyone works together as a team to give your child the best possible experience.

THE SCHOOL & STAFF:

We, the College and its staff agree to support your child in their learning and ensure that they get the best possible opportunities to achieve their goals.

We will:

- Recognise the individual learning needs of your child and develop study programmes that best meet their needs.
- Give your child access to a wide range of educational resources to support your child’s learning both during the school day and after school hours.
- Create an environment that allows your child to develop and grow in a safe, secure and positive environment.
- Supply you and your child with all the relevant information regarding their progress and notify you if we have any concerns whatsoever.
- Give your child and your family emotional support if needed.
- Celebrate your child’s success with the use of rewards and praise.
- Enforce the rules of the school at all times and take any necessary measures to ensure that your child follows them.
- Use sanctions in a proportional and timely manner and make sure that the student and their parent/guardian are aware of what action has been taken and why.
- Make sure that all homework is posted on the Virtual School online website with clear information on what is required and when it is due.
- Regularly mark and assess your child’s work.
- Provide regular information for parents regarding ability, progress and targets for your child.
- Ensure that you know how to access teachers and staff via telephone, email or face-to- face and to endeavour to respond to any request in a timely manner.
- Listen to any concerns that the student or their parent/guardian may have with respect and respond to those concerns in a positive and timely way.
- Work closely with students to ensure that they get the most out of their time with us and are equipped with the necessary skills to learn, work hard, revise effectively and achieve the best possible exam results.
- Support your child in choosing their next step in education and offer careers advice that is personalised and up-to-date.

THE STUDENT:

I, have read and understood the guidelines below and promise to try my hardest every day to follow them.

I will:

- Live up to the school motto 'Achieving through challenge' by taking advantage of the opportunities offered and by being an active member of the College community.
- Represent the school in a positive way at all times and especially coming to and from school and whilst on school events.
- Behave with politeness towards staff, adults and students.
- Respect other students and avoid confrontation.
- Never be involved in bullying behaviour and take responsibility for reporting bullying whenever possible.
- Turn up to school on time, get to class on time and with the right equipment.
- Dress according to the school uniform policy.
- Take responsibility for my classwork and work to the best of my ability.
- Ensure homework is completed and handed in on time and is done to the best of my ability.
- Ensure that I catch up any classwork and homework that I have missed through absence of any sort.
- Revise to the best of my ability and attend all exams.
- Never take part in any activity that may bring the school in to disrepute.
- Actively seek help and support if I am unhappy about any part of my school life.
- Agree to accept any sanctions issued by the school if i don't follow any of the school rules.

THE PARENT / GUARDIAN:

I,have read and understood the guidelines below and promise to try my hardest to support my child and thereby enable them to learn effectively.

I will:

- Ensure that my child has read and understood their part of the home-school agreement and try my best to make sure that they follow these rules.
- Behave with respect towards staff and the school at all times.
- Ensure that my child represents the school in a positive way at all times and especially coming to and from school.
- Make sure that my child turns up to school on time and with the right equipment.
- Purchase appropriate school uniform for my child, as specified in the school uniform policy and ensure that they dress according to that policy.
- Encourage and support my child's learning whenever possible by creating an environment at home in which they can study or revise effectively.
- Keep myself up to date via the Virtual School online website and vie the e-organiser (weekly emails) with my child's homework, exams and other learning events.
- Attend any meetings set up by the school to discuss my child's learning or behaviour or any other matter that may affect them.
- Communicate with the school about any issues that may affect my child's ability to learn or their health and happiness.
- Complete all paperwork related to my child, such as school trips, as required and ensure that it is handed in on time.
- Not to take holiday during school term time

Appendix 10 - MOBILE PHONE POLICY

As a school we recognise the need for pupils to have their mobile phone during school hours should they need to contact their parents/guardians regarding matters of an urgent nature. However, it is important that with this right comes the responsibility to use their phone in a manner that does not disrupt their learning or that of their peers.

Rules regarding the use of mobile phones and headphones in school:

1. Mobile phones must be switched off at all times during lessons. Mobile phones are also not permitted to be used in 'break-out' areas during lesson time or when students are walking between lessons.
2. Mobile phones should be placed in a pupil's bag or coat during the lesson and not visible.
3. Pupils can use their mobile phones on school premises before and after school hours and during break and lunchtimes.
4. Should parents/guardians wish to contact their son/daughter as a matter of urgency during lesson time they are advised to phone the College's main reception who will relay the message immediately to the child if it is of an urgent nature.
5. Headphones should not be visible except at permitted times.

Confiscation of mobile phones:

If a member of staff confiscates a mobile phone from a pupil they should undertake the following:

1. Staff complete Mobile Phone proforma (Copies located in Staff room).
2. The member of staff must ensure they sign this document.
3. The mobile phone and proforma is given to Headteacher (Headteacher's PA in the Headteacher's absence)
4. The phone is then passed to Student Services for collection in one week's time.

PENRYN COLLEGE BEHAVIOUR POLICY - GLOSSARY

TERMINOLOGY	DEFINITION
Achievement Manager	Achievement Manager is the electronic system used in school where individual Achievement Points are logged.
Achievement Points	At school we award Achievement Points (AM) every time a student produces class work or homework that is 'better than expected'. We also award Achievement Points for our most consistently well behaved students and our most enthusiastic readers. All these points are entered onto a system we call Achievement Manager. All Achievement Points contribute towards the House Cup as a 'House Point'.
Behaviour for Learning	B4L are the set of behaviour skills that students need to have to be effective learners; for example, active listening.
Behaviour Manager	Behaviour Manager is the electronic system used in school where individual Achievement Points are logged.
Behaviour Points	When a student does not follow the school's behaviour rules, they are given a Behaviour Management Point (BM). In some cases, depending upon the student's behaviour, they might also receive a punishment too
Common Assessment Framework	The CAF is a shared assessment tool for use across all children's services and all local areas in England. It aims to help the early identification of need for young people and their families, and ensures that all agencies working with that child do so in a co-ordinated way.
Education Support Team	The EST are specially trained staff who, through mentoring, enable students to reach their full potential.
Exclusion Room	The Exclusion Room (ER) is used as an alternative venue for students to serve either, on rare occasions, a Fixed Term Exclusion or as a sanction when students do not behave appropriately in lessons or during break or lunchtimes.
Foundations for Learning (FFL)	The Foundations for Learning (FFL) are the set of core expectations that all staff must apply when teaching.
Individual Education /Learning/Behaviour	Individual Education/Learning/Behaviour Plans (IEP/ILP/IBP) are personalised plans written for students that detail their learning and behaviour needs, and strategies which best enable them to be effective learners. These are found on the Virtual School.
Managed Move	There are occasions when, in the best interests of the student and of the schools, it would be appropriate to manage the transfer of a student from our school to another. The student remains on our roll for a trial period. If successful, the student then comes off our roll and joins the roll of the other school. If unsuccessful, the student returns to our school.

Skills Centre	A specialist team of staff trained to diagnose barriers to learning. The team, which includes SENCO and AHT I/c Behaviour to create Individual Learning/Behaviour Plans and deliver programmes that enable students to fulfil their potential.
6 Core Behaviour Standards	<p>These are the basic expectations of every student in the school. They comprise:</p> <ul style="list-style-type: none"> • Bring the correct equipment. • Be punctual to lessons. • Wear the correct uniform. • Enter the classroom quietly and be ready to learn upon entry. • Be co-operative; quiet when asked and follow instructions. • Complete homework on time.