

Cornelius Vermuyden School - Behaviour Policy

2023-2024



Our Vision

Is a community where everyone experiences compassion and kindness, hope, connection and belonging, whilst being encouraged to develop to their fullest potential.

Values

Our core values are Respect, Responsibility, and Resilience.

Our Mission

Our Mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Our Curriculum Intent

We are fully committed to providing a broad, balanced, inclusive curriculum for all our students that inspires and challenges them. The curriculum will equip students with knowledge, experiences, skills and qualities alongside high quality, relevant qualifications to give them choices, a sense of ambition and be able to make a positive contribution as a 21st century global citizen.

1. Aims

This policy aims to:

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

Full details of the schools' standards and expectations can be found on the specialist page on our website. This contains links to a whole range of information and videos to make expectations explicitly clear. [Behaviour \(corneliusvermuyden.com\)](http://Behaviour (corneliusvermuyden.com))

2. Legislation and statutory requirements

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

- [Behaviour in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Working definition of trauma-informed practice](#)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude demonstrated towards staff and or peers
- Poor attitude towards learning
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules/code of conduct
- Defiance
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These include:

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

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:

Types of Bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Full details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

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

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording/logging behaviour incidents on Edulink
- Understanding the needs of the child.
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- 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 class teacher promptly

6. Student code of conduct

<i>RESPECT: I will uphold the collective school rights:</i>	
<ul style="list-style-type: none">• All students have the right to learn in a 'disruption free' environment;• All teachers have the right to teach in a 'disruption free' environment;• Everyone has the right: To feel safe; To be listened to and treated with respect; To be treated fairly; To be free from discrimination.	
<i>RESILIENCE: I will make sure that I:-</i>	
	Reasonable adjustments
1. Model the school values of Respect, Resilience, Responsibility AT ALL TIMES;	N/A
2. Arrive at school by 8.05am, fully engaging in the line up and follow instructions.	Repeated message to re-enforce expectations; Respect, resilience and responsibility. Alternative arrangements will be made for students who are vulnerable or who have a Special Education Need (including physical) that impacts on their ability to engage in the morning routine.
3. Remain in class and school unless given direct permission by a member of staff to leave.	Individual exemptions may apply, see student learning plans.
4. Bring only the equipment needed for learning and ensure that my planner and full pencil case are ready during the morning routine.	Personal equipment bag to aid in organisation. Visual reminder to pupils. Pupils with SEND will be prompted throughout the day in line with school policy, using a combination of verbal and non-verbal cues. Non-confrontational language that removes ambiguity, is clear, consistent, concise and relevant to the needs of the individual will be used.
5. Wear the correct uniform to and from school and smartly throughout the day;	Individual exemptions may apply, see student learning plans
6. Do not wear make-up, false nails or false eye lashes;	N/A

7. Enter the classroom silently and calmly, greeting the teacher and starting the “Recall” activity;	The teacher will stand on the threshold and use positive language to welcome the students and establish routine including recall task. Teachers will address the needs of specific individuals as they enter the room.
8. Remain focused: concentrating on what the teacher is saying and the lesson content;	Teachers will understand the needs of the students within the learning environment and differentiate accordingly, in line with Student learning plans. Agreed resources will be adapted accordingly.
9. Am an active learner by engaging with the activities set by the appropriate adult and demonstrating that I am doing this by displaying ‘STARS’ at all times; STARS: Sit up Track the lesson Ask and answer questions politely Resourced for Lesson Silence as a default;	Teachers will understand the needs of the students within the learning environment and differentiate accordingly, in line with Student learning plans. Agreed resources will be adapted accordingly.
10. Show respect for my own learning and that of others and am silent as default; sitting in accordance with the seating plan;	Teachers will understand the needs of the students within the learning environment and differentiate accordingly, in line with Student learning plans. Agreed resources will be adapted accordingly.
11. Always complete my classwork and homework on time and to an excellent standard;	Teachers will understand the needs of the students within the learning environment and differentiate accordingly, in line with Student learning plans. Agreed resources will be adapted accordingly.
12. Make sure I catch up with my learning if I have been absent from school or have fallen behind for other reasons and attend intervention when directed;	N/A
13. Only drink water from a transparent water bottle and not otherwise eat, chew or drink in lessons or corridors;	Medical exemptions will be taken into consideration.
14. Will not bring energy drinks, chewing gum or fizzy drinks into school;	N/A
15. Switch off my mobile phone in the morning before arriving at the school gate and keep it turned off until I leave the school site at the end of the school day;	N/A
16. Keep my mobile phone in my bag in all areas of the school and at all times;	N/A
17. Do not graffiti or doodle on my work, textbooks or the work of others.	In line with Student Learning plans spare paper/ rough books will be provided where necessary.

RESPONSIBILITY: I will help to create a safe school and wider community which respects the rights of others by:-

18. Listening to members of staff and following instructions immediately, politely and calmly without arguing;	Teachers will understand the needs of the students within the learning environment and differentiate accordingly, in line with Student learning plans. Agreed resources will be adapted accordingly. Communication skills are explicitly taught, through reset sessions and staff modelling and work with the behaviour manager. Interventions such as social groups are delivered to support and develop communication skills.
19. Correcting my behaviour once a member of staff provides any form of correction (C1-C4) and completing the correction as appropriate to individual needs;	N/A
20. Walking around the building quietly, purposefully, to the left and abiding by the one-way system;	N/A
21. Keeping my hands and feet to myself taking into account the needs of individuals.	N/A
22. Ensuring at break times I am either sat in the canteen or at my directed outdoor space (MUGA) Or, where appropriate, a designated area.	N/A
23. Not entering any of the stairwells unless there is an emergency evacuation;	N/A
24. Going straight to my lessons and holding doors open for others;	N/A
25. Not congregating in large groups inside or outside the building;	N/A
26. Respecting others and not making any comments, which are homophobic, racist or upsetting to others;	Differentiated RSHE curriculum. Restorative sanctions looking at reframing and supporting actions. Respect, Responsibility and resilience through core message daily (line up). Interventions such as social stories to support communication skills.
27. Respecting the property of my peers and the school, never defacing the building, dropping litter or spitting;	
28. Never being physical, insulting, undermining or swearing at anyone;	Differentiated RSHE curriculum. Restorative sanctions looking at reframing and supporting actions. Respect, Responsibility and resilience through core message daily (line up). Interventions such as social stories to support communication skills.

29. Remembering that I am always an ambassador for Cornelius Vermuyden School, including within any online activity;	N/A
30. Leaving school and making my way home in an orderly, responsible way, being picked up by car in the designated area only, walking my bike on the pavements outside the school and only ever crossing the road at designated crossing areas;	N/A
31. Respecting those around me, speaking to all peers, transport staff and members of the public quietly and politely when travelling on public transport;	N/A
32. Handing over requested items and allowing staff to search my bag and/or blazer if required to do so;	N/A
33. Respecting the local environment by being considerate to our local community, for example, obeying shop rules, never dropping litter, defacing or trespassing on private property, e.g. sitting on the front walls of private gardens.	N/A

7.1 Senior staff Walk about

Every hour a member of senior staff will be 'on call'. They will actively walk the site.

The purpose of walk about is:

- Show support for staff
- Observe best practice and celebrate positive classroom environments
- To raise our expectations in lesson and ensure that high expectations are the norm in classrooms
- To normalise visitors in a class for our students
- To demonstrate a high SLT presence around school and most importantly in class
- Tackle low level disruptive behaviour
- De-escalate situations before the need for isolation arises
- If called for a student. Plan A is always re-integration. Plan B is removal.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

8. Behaviour management

In Class Behaviour

To ensure that learning behaviours within the classroom are consistent, teachers will use the common vocabulary of the acronym STARS:

- Sit Up Straight
- Track the Lesson
- Ask and Answer Questions Politely
- Resourced for Lesson
- Silence as a Default

The school adopts a consequence-based behaviour system, allowing for trauma-informed practice

Behaviour is tracked, reviewed and monitored weekly.

The internal BAP, a meeting held half termly between SENCO, DSL, HOY, highlights patterns and ensures appropriate interventions are in place. In addition this provides opportunity for discussions around any unidentified SEND need.

Praise monitored weekly.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, taking in to account the needs of identified students.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Understand the holistic needs of individual students including vulnerable and SEN pupils.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Implementing reasonable adjustments that significantly reduces any negative impact on the learning of others.

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

8.4 Student support

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

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

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

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

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, SEND, as part of their induction process. Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy
- RSHE policy

Classroom Conduct



ROUTINES - Low-Level Reminder of Expectations

Use of Behaviour Management Toolkit



REMIND - Verbal Warning – Using Respect, Responsibility and Resilience within the language of the warning

Or STARS to reset whole class expectations.



RESPOND – C1 - Behaviour Mark issued (1 Behaviour Point)

Clear explanation given to the student linking to the verbal warning previously given.



RESET – C2 – Reset Conversation – (2 Behaviour Points)

This might take place in or outside the classroom. This should be centred on how expectations need to be met.



REMOVE – C3 – Lesson Removal – (3 Behaviour Points)

Teacher write a ‘note’ on Edulink for C3 and contacts home.

Student taken to Lesson Removal Room for remainder of lesson.

If removed **P1** or **P2** – student will sit a breaktime correction

If removed **P3** or **P4** – student will sit a lunchtime correction

If removed **P5** – Student will sit a same-day after school correction.

General Student Organisation & Conduct

C1 Sanctions – 1 Behaviour Point (This does not contribute to classroom conduct escalation)

- Chewing
- No Equipment/without correct equipment
- Uniform infringement that can't be corrected immediately
- Graffiti on Books
- Late to Lesson

C2 Sanctions – 2 Behaviour Points (This does not contribute to classroom conduct escalation)

- No Homework handed in for the deadline or not completed to an acceptable standard.
- Inappropriate conduct on school site

C3 Sanctions – 3 Behaviour Points (This does not contribute to classroom conduct escalation)

- Phone confiscation – also handed into office for parental collection
- Swearing or using offensive language that is not directed at a student or member of staff.
- Defiance outside of a lesson (Defiance within a lesson should be dealt with via ‘Classroom Conduct’)

C3 Departmental Correction – 3 Behaviour Points

30 Minute – After School Correction – with the teacher/department that set it.

A C3 is given if a student keeps being removed from the same lesson and requires a correction opportunity to restore the teacher/student relationship.

A C3 can also be given where a number of ‘General’ behaviours are evident at one time or over a sustained period.

C4 Central Correction – 4 Behaviour Points

60 Minute – After School Correction – set by HoY, SLT & Pastoral only

A C4 is given for behaviours that fall outside of the sanction system because of their severity, but do not qualify for Internal Suspension.

Lesson Removal Room – C3 Remove (Classroom Conduct)

If a student needs to be removed from a lesson for a C3, they are taken by On-Call to the Lesson Removal Room. This is a quiet space where they can work, reflect and self-regulate in order to go back into their next lesson.

Period 1 & 2 - C3 – Lesson Removal

Student will sit an immediate breaktime correction.

Parents will be informed of the correction via Edulink.

Lesson Removal Room – Expectations

Students should:

- Remain silent and not communicate with other students.
- Complete the classwork from the lesson.

If a student fails to meet the expectations of the room:

- Pastoral Team will be called to take the student to another space to work. This might be a senior leader's office or the gallery.
- If the student is SEND, the Karslake should be used and an available LSA should support.

If a student fails to meet the expectations of this intervention:

- a phone call should be made to parents in order for them to assist with regulating the student.

If a student fails to attend the correction, they will be collected for the next sitting.

Period 3 & 4 - C3 – Lesson Removal

Student will sit an immediate lunchtime correction.

Parents will be informed of the correction via Edulink.

Period 5 - C3 – Lesson Removal

Student will sit an immediate afterschool correction.

Parents will be informed of the correction via Edulink.

2nd Lesson Removal within a single School Day

If a student is removed for a second lesson in a single school day, they will sit another correction.

For example, if a student is removed period 1 and period 3, they will sit both a breaktime and lunchtime correction that day.

If a student is removed period 1 and period 2, they will sit both a breaktime and lunchtime correction that day.

3rd Lesson Removal within a single School Day

If a student is removed for a 3rd time during a school day, they will be taken to a space, such as the Reflection Room. The student will complete work for the remaining lessons for the day in a supportive environment. The Interventions Manager will be informed and will meet with the student to plan a re-integration timetable for the following day. This might involve some lessons and some Reflection Room time. A phone call will be made by the Interventions Manager or Pastoral Team to inform parents.

C3 Departmental Correction (3 Behaviour Points)

A C3 Departmental Correction is for 30 minutes after school with the teacher who sets the correction.

A C3 Departmental can be given for the following:

- If a student is repeatedly removed from the same lesson/by the same teacher – for a restorative conversation and/or to re-establish expectations one-to-one.
- If the student has not completed enough work during the lesson. The time might be used to complete the work and/or re-establish expectations.
- Where a number of 'General' behaviours are present in a lesson e.g chewing, no homework and poor work ethic

C3 - 30 Minute Correction After School (3 Behaviour Points)

In order to set a C3 Departmental Correction, the teacher must:

- Inform the student, in a professional manner, at an appropriate time as to minimise student reaction.
- Communicate with parents by phone or Edulink.
- Put a **C3 Departmental** onto Edulink, placing the student in the correction on the agreed date with parents. The C3 should include full details in the note section.
- Arrange with the student where the correction will take place.
- Give the student every opportunity to attend.
- Record their attendance to the correction on the 'Detention' section in Edulink.

Failure to Attend

If a student fails to attend the C3 Departmental. The following action should be taken:

- If the student was absent from school on that day or parents communicate an issue with original date – a new date should be set for the correction. Parents informed of the new date and student placed into the appropriate C3 Departmental Correction on Edulink.
- If a student refuses to attend or does not attend the correction without parental communication – teacher should contact Head of Year who will place them in a **C4 Central Correction** – one hour correction (4 behaviour points). The Head of Year should communicate this to parents.

C4 Central Correction (4 Behaviour Points)

A C4 Central Correction is for 60 minutes after school. A C4 Correction can only be issued by SLT, HoY and Pastoral Staff.

A C4 Central Correction can be given for the following:

- Refusal to attend the Lesson Removal Room, Reflection Room, Karslake or any other appropriate space when requested.
- Poor language, aggressive behaviour and/or inappropriate conduct towards other students or a member of staff.
- Extreme defiance, where student walks away from a member of staff who is addressing them directly.
- If a student disrupts another lesson when in the corridor.
- Any other behaviour that falls outside of **Classroom Conduct** or **General Organisation & Conduct** that does not meet the threshold for Internal Suspension.

If a member of staff observes such behaviours, they will report this to the appropriate HoY or Senior Year link who will set the sanction if deemed necessary.

C4 - 60 Minute Correction After School (4 Behaviour Points)

In order to set a C4 Central Correction, the member of staff must:

- Inform the student, in a professional manner, at an appropriate time as to minimise student reaction.
- Parents communicated with by phone or Edulink.
- A C4 Central put onto Edulink, placing the student in the correction on the agreed date with parents. The C4 should include full details in the note section.
- Give the student every opportunity to attend.

Failure to Attend

If a student fails to attend the C4 Central. The following action should be taken:

- If the student was absent from school on that day or parents communicate an issue with original date – a new date should be set for the correction. Parents informed of the new date and student placed into the appropriate C4 Central Correction on Edulink.
- If a student refuses to attend or does not attend the correction without parental communication – the student will be placed into breaktime AND lunchtime correction the following school day. They will also re-sit the C4 Correction.

If a student does not attend and/or refuses to attend breaktime and lunchtime corrections, a parental phone call should be made by Pastoral Staff to resolve the situation. If the student continues to refuse, then they will be referred to SLT where Internal Suspension will be considered.

Internal Suspension Room (IS)

Internal Suspension is used when higher-level behaviours have occurred. The room capacity is 16 student, with computers and resources to support students in a quiet environment.

Internal Suspension Room

Students will be Internally Suspended for the following:

- Consistent defiance where suspension may not be appropriate.
- Persistent breach of the school behaviour policy.
- Refusal to attend Lesson Removal, Internal Suspension (IS) or any other safe location deemed necessary by a member of staff.
- Serious and sustained forms of Bullying.
- Inappropriate behaviours.
- Theft or vandalism
- Smoking or Vaping on school site.
- Racist, sexist, homophobic, or discriminatory behaviour.
- Possession of any article or object a staff reasonably suspects has been, or likely to be, used to commit an offence, cause personal injury or cause damage to any person or school property.

Students may also be placed into IS whilst a serious incident is investigated.

Students might be placed in IS until a decision has been made about a suspension.

Internal Suspension Room – Expectations

Students should:

- Remain silent and not communicate with other students.
- Complete the classwork set for them.

If a student fails to meet the expectations of the room:

- The Classroom Conduction system should be used to help reinforce expectations.
- If a student is given a C3 Remove within Internal Suspension, they will have (at least) a 1 day Suspension.
- If a student walks out of IS without permission, they will have (at least) a 1 day Suspension.

Internal Suspension – Number of Days

The number of days a student remains within the Internal Suspension Room is dependent on the severity of the behaviour.

The maximum number of Consecutive days is 5.

Following Internal Suspension (IS)

If a student has served an Internal Suspension, a re-integration meeting should take place with parents. The meeting should ideally take place before the student is back in normal lessons. Internal Suspension can be extended if the parents are unable to attend within this timeframe. The member of senior staff that signed off the IS sanction will decide whether a student can return into the school population before a parental meeting is held or not. The meeting should be attended by the HoY, however, a member of the Pastoral Team can hold the meeting if there is a capacity issue.

C3 Late to School – (3 Behaviour Points)

Late to school is triggered when a student arrives after the gate closes at 8:05am.

C3 Late to School – (3 Behaviour Points)

C3 - 20 Minute Correction at breaktime on same day.

A basic menu of essentials will be available for food/drink.

Missed Breaktime Correction

Student will be collected by a member of Pastoral staff and escorted to after school correction.

If a student does not attend and/or refuses to attend late to school corrections, a parental phone call should be made by Pastoral Staff to resolve the situation. If the student continues to refuse, then they will be referred to SLT where Internal Suspension will be considered.

C1 Late to Lesson – (1 Behaviour Point)

Late to Lesson is triggered if the student arrives after the register has been taken if the student arrives after the rest of their class without a note or good reason.

C1 Late to Lesson – (1 Behaviour Point)

'L' marked on register with number of minutes late.

The teacher must:

Ensure the 'N' is changed to an 'L' on the register immediately.

C4 Truancy – (4 Behaviour Points)

Truancy is defined as the absence from a lesson or activity without permission from a member of staff. This could be not arriving to a lesson at all, but includes leaving a lesson without the permission of a member of staff. Any student that is found out of lesson without an Exeat Card or signed note from a teacher will be deemed to be truanting and taken immediately to Lesson Removal. A teacher should only let one student leave a lesson at any one time, unless there are exceptional circumstances.

Truancy – C4 - 60 Minute Correction (4 Behaviour Points)

2 or more occasions of truancy in one school day

If a student has truanted 2 or more lessons during a school day, they will be taken to Reflection Room. The student will complete work for the remaining lessons for the day in a supportive environment. The Interventions Manager will be informed and will meet with the student to plan a re-integration timetable for the following day. This might involve some lessons and some reflection room time. A parental phone call will be made by the Interventions Manager or Pastoral Team to inform parents.

If found Truanting by member of staff

Student taken to Lesson Removal Room and will complete appropriate breaktime/lunchtime/after school correction as well as a C4 Central Correction.

Truancy Report

If a student is repeatedly found to be truanting on a regular basis, the HoY will call a parental meeting and place the student on Truancy Report for 2 weeks.

If truancy report fails to address issue, HoY will refer student to Deputy Headteacher for further action.

C3 Defiance (3 Behaviour Points)

Defiance is defined as disobeying the reasonable and considered direct instruction of a member of staff. Usually, the direct instruction would include to leave a classroom, stand in a safe place or attend another room (including Lesson Removal and IS).

Where a student defies a direct instruction – the teacher must explain the consequence for continued defiance and give the student some time to consider their next action.

If within a lesson, the Classroom Conduct system should be used.

Where defiance is sustained and the student continues to refuse, they will be placed into the Lesson Removal Room – **C3 Defiance (3 Behaviour Points)** is issued and the student will sit the appropriate break/lunch or afterschool correction.

If Defiance occurs **P1** or **P2** – student will sit a breaktime correction

If Defiance occurs **P3** or **P4** – student will sit a lunchtime correction

If Defiance occurs **P5** – Student will sit a same-day after school correction.

If the student refuses to attend Lesson Removal and continues the defiance, this should be communicated to SLT, HoY or Pastoral Staff who will issue the student with a **C4 Central Correction (4 Behaviour Points)** – 60 Minute after school correction.

The member of senior staff responsible for the decision must contact parents at this point.

If a student continues to be defiant, a member of SLT/HoY or Pastoral Staff might choose to take them to the Reflection Room. The student will complete work for the remaining lessons for the day in a supportive environment. The Interventions Manager will be informed and will meet with the student to plan a re-integration timetable for the following day. This might involve some lessons, a restorative with a member of staff and/or some further Reflection Room time. A parental phone call will be made by the Interventions Manager or Pastoral Team to inform parents.

If defiance continues, despite best efforts from staff to regulate the student, then they will be placed into Internal Suspension. This should only be actioned if all other supportive interventions have failed.

If the student, at this point, refuses to attend Internal Suspension, then they will have (at least) a 1 day Suspension. At the re-integration meeting, the senior member of staff will decide if a C4 Central Correction or 1 Day in IS should be served to support the student's understanding of expectations around defiance in the future. **An APP is triggered at the point of formal suspension.**

Behaviour Point Sanctions Ladder

As students accumulate behaviour points, they will have further corrections and/or interventions that are triggered at the following milestones:

Behaviour Stage	Total Behaviour Points	Sanction/Intervention	Actions
Stage 1	50 – 99	C3 – Departmental – 30 Minute Correction with Form Tutor 1-to-1	Form Tutor Phone Call Home: <ul style="list-style-type: none"> Discuss where points have been picked up. Set a C3 Departmental and agree correction date with parent. Record on Edulink under 'Stage 1- Form Tutor Phone Call' with notes added.
Stage 2	100 – 149	C3 – Departmental – 30 Minute Correction with HoY 1-to-1	Head of Year Phone Call Home: <ul style="list-style-type: none"> Discuss where points have been picked up. Set a C3 Departmental and agree correction date with parent. Record on Edulink under 'Stage 2- HoY Phone Call' with notes added.
Stage 3	150 - 199	C4 Central – 60 Minute Afterschool Detention – SLT Member to collect student for meeting.	SLT Phone Call Home: <ul style="list-style-type: none"> Discuss where points have been picked up. Set a C4 Central and agree correction date with parent. Record on Edulink under 'Stage 3- SLT Phone Call' with notes added.
Stage 4	200 - 299	Form Tutor Report	Parent Meeting in School with Form Tutor: <ul style="list-style-type: none"> Discuss where points have been picked up. Student placed on Form Tutor Report – One target to focus improvement – no longer than 4 weeks. Record on Edulink under 'Stage 4- Form Tutor Report Meeting' with notes added.
Stage 5	300 – 399	Head of Year Report	Parent Meeting in School with Head of Year: <ul style="list-style-type: none"> Discuss where points have been picked up and interventions that are required to support further. Student placed on Head of Year Report – One target to focus improvement – no longer than 4 weeks. Record on Edulink under 'Stage 5 - HoY Report Meeting' with notes added.

Stage 6	400 - 499	SLT Report	Parent Meeting in School with SLT Year Group Lead: <ul style="list-style-type: none"> • Discuss where points have been picked up and interventions that are required to support further. • Student placed on SLT Report – One target to focus improvement – no longer than 4 weeks. • Record on Edulink under ‘Stage 6 - SLT Report Meeting’ with notes added.
Stage 7	500 - 699	Pastoral Support Plan	Parent Meeting with SLT Year Group Lead, Interventions Manager (& HoY where possible): <ul style="list-style-type: none"> • Discuss where points have been picked up and interventions that are required to support further. • Student placed on PSP – Three target supportive plan – no longer than 12 weeks. • Record on Edulink under ‘Stage 7 – PSP Meeting’ with notes added.
Stage 8	700+	Re-Integration Timetable	<p>Triggers Re-Integration Timetable (where appropriate)</p> <p>Parent Meeting with Deputy Headteacher, Interventions Manager, HoY & Attendance Officer</p> <p>Re-Integration timetable planned to re-establish and build a level of success within the school day regarding behaviour.</p> <p>The re-integration timetable must be reviewed every 2 weeks for no longer than 8 weeks.</p> <p>If a 2 week re-integration timetable is deemed to be unsuccessful within the review, the same provision can be extended for a further two weeks.</p> <p>If not successful at any stage for 4 weeks, the re-integration timetable must be withdrawn.</p>
Stage 9	800+	Managed Move	<p>If a re-integration timetable has failed:</p> <p>A Parent meeting is called with the Headteacher & Deputy Headteacher</p> <p>Managed Move and Alternative Provision will be discussed to avoid permanent exclusion.</p>
Stage 10		Permanent Exclusion	Where all other interventions have been exhausted and a managed move has either not been able to be negotiated or failed, the student will be considered by the Headteacher for Permanent Exclusion.

Disclaimer

The Behaviour ladder is a representation of how behavioural support is put into place during a single academic year. If students are issued suspensions or Internal Suspensions, have had behavioural issues in previous academic years or demonstrate extreme behaviours – the ladder does not apply and the student will likely be fast-tracked towards the upper stages of the ladder.

Suspensions

Suspension will be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. This includes:

- Consistent defiance.
- Persistent breach of the school behaviour policy.
- Refusal to attend Lesson Removal, IS or any other safe location deemed necessary by a member of staff.
- Serious and sustained forms of Bullying.
- Sexual Assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Serious theft or vandalism
- Fighting or any unauthorised physical contact.
- Smoking or Vaping on school site.
- Sustained racist, sexist, homophobic, or discriminatory behaviour.
- Possession of any prohibited items including: Knives, weapons, alcohol, illegal drugs, stolen items, tobacco, vapes, fireworks & pornographic images.
- Possession of any article or object a staff reasonably suspects has been, or likely to be, used to commit an offence, cause person injury or cause damage to any person or school property.

When the point of suspension has been reached by either the points above or within the structure of the behaviour policy, the Headteacher will authorise the suspension and confirm the length of suspension (up to 45 days maximum). The Headteacher reserves the right to determine the length based on all the information they have and the severity of either the incident or in order to safeguard those involved.

Suspension – Up to 45 Days in one academic year – Issued for continuous or serious breach of the behaviour policy.
Suspension to be logged on Edulink.

All suspensions must have a re-integration meeting with a Senior Member of staff and appropriate Head of Year.
APP is triggered if not already in motion.
If in motion, APP is up-dated with intervention next steps.

Please see separate policy for full details on suspensions.

Multiple Suspensions

Once a student has reached 10 days of suspension in one academic year, a student will be placed on a PSP (Pastoral Support Plan).

PSP

A Pastoral Support Plan is a structured and agreed plan with parents. The PSP is a 12 week monitoring period (can extend to 18 weeks) where interventions are put in place to directly target the unsuccessful areas of student conduct in school. 3 targets for each lesson (can be reviewed and changed) allow the student to re-focus each time they enter the classroom. Bi-weekly parental meeting with SLT (& HoY where appropriate) are put in place to review successes and address areas for further develop/support. The objective of the PSP is to re-set expectations, support the student with high-level interventions and enable the student to reduce behaviour incidents over time.

Re-Integration Timetable

If a student is not successful on a PSP, a parent meeting will be called with a Senior Member of staff and the appropriate Head of Year. The meeting will outline the reasoning behind the unsuccessful PSP and then agree a re-integration timetable.

The purpose of a re-integration timetable is to help the student re-establish successful routines and the meeting of basic expectations outlined in this behaviour policy. It will be a 6 week, bespoke plan that will consider the interventions required or on-going in the student APP. The objective is for the student to be back to a full timetable, either of subject lessons or a bespoke provision, by the end of the 6 week period.

Unsuccessful re-integration timetables will result in a proposed Managed Move to another school or Permanent Exclusion.

Managed Move

The threshold for triggering a managed move could be:

- Safeguarding either the student or school community
- Serious breach of the behaviour policy that means the student is unable to remain within the school community
- An unsuccessful re-integration timetable

Although the student will be in another school for a period up to 12 weeks, all behavioural expectations of Cornelius Vermuyden School still apply. Therefore, all behaviour incidents that occur during the managed move will be considered within a Permanent Exclusion.

Alternative Education

Where a managed move is either not appropriate or available for a particular student, alternative education will be considered. This will usually be an off-site provision that will both support the students' needs and educate them in some curricular areas. This provision will not be offered to all students and only used in exceptional circumstances.

Permanent Exclusion

Separate Policy

Reward System

The aim of this approach is to recognise effort and positive actions. At all stages, achievement points are issued to students in line with the Cornelius Vermuyden values of Respect, Resilience and Responsibility. Achievement points should be rewarded fairly and consistently for outstanding effort, progress or achievement, and not simply for meeting regular school expectations. The awarding of achievement points is the responsibility of every member of staff at the Cornelius Vermuyden School. Students may achieve achievement points in a variety of ways.

Achievement points can be awarded for:

- Exceptional piece of work at class or home.
- Consistent excellence in class or for homework
- Consistent marked improvement in work or behaviour overtime.
- Outstanding performance in an exam, in a landmark assessment or class test.
- Qualities of character worthy of note.
- Service to the community.
- Service to school.
- Participation in school activities.
- Excellent attendance and punctuality.
- Positive contribution to their form, year group, House or school ethos.

All achievement points are awarded on Edulink and will contribute to the awarding of the House Cup at the end of the year.

Every three weeks, the form tutor will go through the current totals with their students in the tutor time session and notify their Head of Year when a threshold for a certificate has been met. As a precaution against human error, a half termly report will be provided to Heads of Year as well.

House Point Tariff

The tariffs used will mirror those that are used with our Corrections and will be as follows:

Awarded for...	No. of House Points
House Point – awarded for general achievement	3
Random Act of Kindness	5
Outstanding piece of work	5
Outstanding effort within a lesson	5
Attendance to an Enrichment or Extra-Curricular Activity	6
Homework completed above and beyond expected standard	6
Representing the school at a sporting fixture or event	6
100% Weekly Attendance	12
Student of the Half Term (one per form group)	12
Assisting in an After School Event	12
100% Punctuality to lessons each half term	25
100% Punctuality to school each half term	25
Zero Hero (no behaviour points in a half term)	99
Zero Defiance Hero (no behaviour points for Defiance in a half term)	99
Zero Truancy Hero (no behaviour points for Truancy in a half term)	99

House points will also be added for House Competitions throughout the year. Students will also be awarded House Points for extraordinary events.

House Point Student Rewards

All students have opportunities to earn House Points and at certain thresholds, receive the following prizes:

Year 7

Bronze	1500	Certificate and Bronze Badge
Silver	2000	Certificate and Silver Badge – Sweetshop Lucky Dip
Gold	3000	Certificate and Gold Badge - Week long Queue Jump Pass
Platinum	4500	Certificate and Book of their choice

Diamond	5000	Trip to the cinema at end of academic year
---------	------	--

Year 8

Bronze	1500	Certificate and Bronze Badge – Sweetshop Lucky Dip
Silver	2000	Certificate and Silver Badge – Week long Queue Jump Pass
Gold	3000	Certificate and Gold Badge - Drawing and Stationary Set
Platinum	4500	Certificate and £10 voucher – XBOX or Playstation voucher
Diamond	5000	Trip to Nandos at end of academic year

Year 9

Bronze	1500	Certificate and Bronze Badge - Sweetshop Lucky Dip
Silver	2000	Certificate and Silver Badge - Drawing and Stationary set
Gold	3000	Certificate and Gold Badge - Pizza Afternoon
Platinum	4500	Certificate and £15 voucher - Love2Shop Voucher
Diamond	5000	Trip to Laser Tag at end of academic year

Year 10

Bronze	1500	Certificate and Bronze Badge - Sweetshop Lucky Dip
Silver	2000	Certificate and Silver Badge and Choice of sports equipment
Gold	3000	Certificate and Gold Badge - Pizza Afternoon
Platinum	4500	Certificate and £20 voucher - Love2Shop Voucher
Diamond	5000	Trip to Adventure Island at end of academic year

Year 11

Bronze	1500	Certificate and Bronze Badge - Sweetshop Lucky Dip
Silver	2000	Certificate and Silver Badge - Pizza Afternoon
Gold	3000	Certificate and Gold Badge - PROM Passport (allowed to attend)
Platinum	4500	Certificate and Official PROM Photo
Diamond	5000	Free Ticket to PROM

Additional provision profile – Appendix 1

Additional Provision Profile (APP)																													
 <p>Student name:</p> <p>DOB: _____ Form Group: _____ Head of Year: _____</p> <p>Student information</p> <p>SEN Status: None N K EHCP Pupil Premium: No Yes</p> <p>Safeguarding: Yes / No</p> <p>LAC or PLAC: No Yes Additional pertinent background information: _____</p>																													
<p>Key Concerns & Context:</p> <p>_____</p>																													
<table border="1"> <thead> <tr> <th>Reason for APP</th> <th>Information & Actions</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>60 Behaviour Points</td> <td>Form Tutor Report – One target to focus improvement Parent Meeting with Form Tutor Triggers opening of APP for student</td> <td>_____</td> </tr> <tr> <td>100 Behaviour Points</td> <td>Head of Year Report – One target to focus improvement. Parent Meeting with Head of Year</td> <td>_____</td> </tr> <tr> <td>150 Behaviour Points</td> <td>Parent Meeting with SLT Link (8. HoY where possible) PSP – SLT</td> <td>_____</td> </tr> <tr> <td>200 Behaviour Points</td> <td>Triggers Re-integration Timetable (where appropriate) Parent Meeting with SLT Link & M.Sweeney (DSL)</td> <td>_____</td> </tr> <tr> <td>Truancy</td> <td>Either multiple times or refusal to attend Lesson Removal/IS</td> <td>_____</td> </tr> <tr> <td>Defiance</td> <td>Either multiple times or refusal to attend Lesson Removal/IS</td> <td>_____</td> </tr> <tr> <td>Suspension</td> <td>Please State Reason:</td> <td>_____</td> </tr> <tr> <td>Other:</td> <td>Please State Reason:</td> <td>_____</td> </tr> </tbody> </table>			Reason for APP	Information & Actions	Date	60 Behaviour Points	Form Tutor Report – One target to focus improvement Parent Meeting with Form Tutor Triggers opening of APP for student	_____	100 Behaviour Points	Head of Year Report – One target to focus improvement. Parent Meeting with Head of Year	_____	150 Behaviour Points	Parent Meeting with SLT Link (8. HoY where possible) PSP – SLT	_____	200 Behaviour Points	Triggers Re-integration Timetable (where appropriate) Parent Meeting with SLT Link & M.Sweeney (DSL)	_____	Truancy	Either multiple times or refusal to attend Lesson Removal/IS	_____	Defiance	Either multiple times or refusal to attend Lesson Removal/IS	_____	Suspension	Please State Reason:	_____	Other:	Please State Reason:	_____
Reason for APP	Information & Actions	Date																											
60 Behaviour Points	Form Tutor Report – One target to focus improvement Parent Meeting with Form Tutor Triggers opening of APP for student	_____																											
100 Behaviour Points	Head of Year Report – One target to focus improvement. Parent Meeting with Head of Year	_____																											
150 Behaviour Points	Parent Meeting with SLT Link (8. HoY where possible) PSP – SLT	_____																											
200 Behaviour Points	Triggers Re-integration Timetable (where appropriate) Parent Meeting with SLT Link & M.Sweeney (DSL)	_____																											
Truancy	Either multiple times or refusal to attend Lesson Removal/IS	_____																											
Defiance	Either multiple times or refusal to attend Lesson Removal/IS	_____																											
Suspension	Please State Reason:	_____																											
Other:	Please State Reason:	_____																											

Pastoral Intervention	Date	Pastoral Intervention	Date
MHST (User coordinates this primary) (Mental Health Support Team)		Kids Inspire	
The Children's society programmes: A) CARE (Children at Risk of Exploitation)		Out of school counselling (private)	
The Children's society programmes: B) Safe in Essex		Pastoral TO card	
The Children's society programmes: C) EYPDAS		Mental Health and Wellbeing Risk Assessments (Jayme)	
The Children's society programmes: D) CHHAT (Children at Hidden Harm Awareness Team)		Power	
The Yellow Dot –Carney Based Charity		Prevent	
CAMHS (SWANHIC)		Barns Bus Mentoring	
Children's society 1-2-1		Go Girls (via the school nurse)	
Children's society group		School nurse	
Affinity Group		CYP (via the school nurse)	
Community 160		School counsellor (internal)	
SOSRC (Southend on Sea Rape Crisis) (SERICC for Carney)		Young Carers 1:1	
Havens Hospices Signpost		Young Carers Group	
Evolve		Goodman Project	
EYPDAS		CYP (Children and Young Person's officer, PC James Fairman)	
Food bank vouchers		Family Solutions	
CAVS (http://www.cavos.org.uk/)		Family Navigator (New)	
Care Choices (Escalation from Young Carers)		Other:	
CSA Alt Ed		Other:	
Solution Focused Brief Therapy (SFBT) Behaviour		My Hidden Chimp (Chimp Paradox)	
Cognitive Behavioural Therapy (CBT)		Risky Behaviours	
Self-Esteem		Online Safety	
Body Confidence (all genders)		Positive Relationships	
Anger Management/ Self-Regulation		Mental Health, Well-Being & Self-Care	
Self-Harm		Support	
Restorative Justice		WRAP (My Behaviour Programme)	
Tutor Group Changes		Change of Class/ Set	
		Other: [Please State]	
SEN Intervention	Date	Academic assessment	Date
Spld Small group literacy intervention		SWRT 4s – Single word reading	
Spld One – one literacy intervention		DRA – Reading Acc.	
		Reading Speed	
		Reading comp.	
		Processing	
Spld Text analysis, fluency, comprehension		Vernon Graded Word - Spelling	
Spld Revision skills		WRAT - 4	
Up to school End of yr/long/ study skills		TOMAL – 2 Test of memory and learning	
Pragmatic language		DASH	
Non-text comprehension		DDI – Secondary - Dyslexia	
Speech and language intervention		Hi Specialist Teacher	
Lexia – Power Up Programme		VI	
Educational Psychologist			
Life skills - Numeracy			
Alf to Omega			
Handwriting			
Talk Boost 7 9 (SLCN)			
EM – Power (Literacy/ life skills)			
IAG Advisor (College/ career advice EHCP pupils			
108/311			
DART – One-to-One Reading			

Behaviour status

Behaviour response	Details
Total Behaviour Points	
IS(s)	
Suspension(s)	
PSP	
Re-Integration Timetable	
Managed Move	

Progress Review

Date of Review:	Staff Present:
Progress review:	
Agreed actions for impact:	
Date of Review:	Staff Present:
Progress review:	
Agreed actions for impact:	
Date of Review:	Staff Present:
Progress review:	
Agreed actions for impact:	