

# Student Behaviour Policy



The Spires College is fully committed to every child receiving the very best education and to ensuring that all students reach their full potential. In order to achieve this, it is imperative that students can learn, and teachers can teach, without disruption or distraction. It is therefore the expectation of all members of the College community to behave well, work hard, achieve high standards, show respect for one another and to ensure that The Spires College is a positive and safe place to be.

Consistency is a valuable part of any college process and the aim of this policy is to support leaders in ensuring consistency of expectation and consistency in how rewards and sanctions are used.

The expectations, rewards and sanctions in this policy apply to all students in all year groups.

<b><u>Contents:</u></b>	<b>Page</b>
<hr/> <b><u>Expectations</u></b>	<b><u>3</u></b>
<u>Behaviour inside college</u>	
<u>Behaviour outside college</u>	
<u>Bullying</u>	
<u>Punctuality</u>	
<u>Equipment</u>	
<u>Uniform</u>	
<u>Mobile telephones, etc.</u>	
<u>Banned items</u>	
<hr/> <b><u>Rewards and Sanctions</u></b>	<b><u>6</u></b>
<u>Rewards</u>	
<u>College Attributes and Merits</u>	
<u>Functional behaviour and De-Merits</u>	
<u>Recognising successes</u>	
<u>Sanctions</u>	
<u>Disruption to learning</u>	
<u>Exclusion</u>	
<u>Other sanctions</u>	
<u>Homework Support Sessions</u>	
<u>Confiscation</u>	
<u>Wilful damage</u>	
<hr/> <b><u>Behaviour of visitors, parents/carers and family members</u></b>	<b><u>14</u></b>
<hr/> <b><u>History of changes</u></b>	<b><u>15</u></b>

## Expectations

Students are expected to **behave in a sensible and safe** manner at all times. No student's behaviour should impact negatively upon the performance of other students. Students are expected to treat others with respect at all times and to try their best. In lessons, **students will be attentive and engage in their learning**. They will conform to all requests made by the teacher, including being guided where to sit and what to do. They must not prevent anyone else from learning.

Students are expected to behave appropriately around the College building, including outside areas. This includes using **appropriate language** at all times. Any student heard using foul or inappropriate language should expect to be issued with a sanction. It is imperative that all members of our community give due care and attention to how they **move around the College site**, especially at busy times such as transition between lessons. Students should walk on the left, walk sensibly and look where they are going. Silliness in the corridors is not permitted because someone could get hurt. Standard College sanctions will apply if these expectations are ignored.

The College's expectations for **behaviour outside college** are also high. The College is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- ▲ Good behaviour on the way to and from College.
- ▲ Students travel to and from College in the correct uniform.
- ▲ Good order on transport to and from College, educational visits or other placements such as work experience or off-site provision.
- ▲ Students' words and actions must not threaten the wellbeing or safety of our students, staff or members of the public.
- ▲ Behaviour of students in front of members of the public should only give a positive impression. Students must not act in a way that could damage the reputation of the College.

All of the above applies to behaviour on electronic platforms and social media, as well as in public spaces. The College will apply the full range of sanctions should any of these expectations not be met, up to and including exclusion.

It is important that the College remains a safe, pleasant environment in which to learn. This requires all members of the College community to treat each other with kindness. No form of **bullying** will be tolerated. This includes verbal and physical bullying, as well as the use of electronic devices to bully others. The College will apply sanctions as described below to the perpetrators of bullying. See the College anti-bullying policy for more details.

**Punctuality** is important: missed time is missed learning. Students must arrive at college **before the first bell has sounded at 8.25 am**. Students must be in tutor rooms **by 8.30 am**. They must move quickly, without unnecessary delay, between periods 0 and 1, 1 and 2, and 3 and 4. This means that lesson transfer time should not be used for socialising. Students should be in period 3 by 11.10 am. Students should be in period 5 by 1.50 pm. The

consequence of lateness to College in the morning, to registration or to a lesson is a detention.

The correct **equipment** is essential to ensure learning is not disrupted. Students must bring an adequately sized school bag, a pencil case, at least one black pen, a pencil, a rubber, a ruler and their planner to College every day. Children in Years 7 and 8 must have a reading book every day. All students are required to bring the correct PE kit (see uniform booklet) on days when they have PE. Other equipment may be required on occasion and parents will be informed of this as necessary. If students arrive at college without the correct equipment, they will be lent the missing items and will be asked to ensure the borrowed items are returned. The consequence for not having the correct equipment during registration will be a de-merit. The consequence for not having the correct equipment during lessons will be a de-merit.

All students in Years 7-11 at The Spires College are expected to wear the College **uniform** (see uniform booklet). This is to show that they are part of the College community and that they are proud to be at The Spires College. This also prepares them for their future and the world of work, where a uniform or dress code may well apply. If students attend college without the correct uniform, they may be offered items to borrow, or parents will be contacted to bring in the correct clothing. If uniform issues persist, students will work separately from their peers until the issue is resolved. If students are not wearing their uniform correctly (e.g. skirts adjusted to make them short, shirts untucked, etc.), they will be asked to amend this and will be issued with a sanction. This may be a demerit or a detention depending on the context. Students who arrive at registration with incorrect uniform will be given a demerit.

The College uniform policy does not permit **facial piercing, make-up, nail varnish, false nails or eyelashes, or extreme or unnatural hair colours or styles**. Students are allowed to wear a wristwatch (smartwatches are not permitted), one ring and a maximum of one stud earring per ear. Students wearing any accessories or jewellery which do not follow the College's uniform policy will be issued a de-merit. Students can expect to have these items confiscated if they refuse to remove the item or if they repeatedly ignore these rules. Make-up/nail varnish/acrylic nails (or similar products)/false eyelashes are not permitted in College. Students wearing make-up/nail varnish will be asked to remove this immediately. The College will provide make-up/nail varnish remover for this purpose. Repeated flouting of the uniform policy and/or failure to comply with requests to rectify issues may result in a student being placed in the Crofton provision or their parents/carers being contacted to support the College to achieve compliance.

**Mobile phones** and other electronic devices are banned from the College site for students in years 7-11. If a student has a mobile phone for the journey to and from college, this phone must remain switched off and in their school bag from the time of arrival onto the College site and must not be used, seen or heard again until they leave site at the end of the College day. The sanction for breaching this rule is confiscation and a de-merit.

Students must not use electronic devices to photograph, record or film other members of the College community. Breaches of this rule will be regarded as very serious and may be dealt with as a safeguarding and/or criminal matter.

The College is not responsible for personal belongings that are brought into college.

For students in years 7 to 11, all other electronic devices, such as smartwatches, iPads/tablets and games consoles cannot be brought to College.

### **Banned Items**

Students must not bring any of the items listed below into college:

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

The College will automatically confiscate any of the items above and these items will not be returned.

The following items are also not permitted in College:

- smartwatches, electronic devices, iPads/tablets and games consoles (years 7 to 11);
- any jewellery except those items permitted in the College uniform policy.

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

## Rewards and Sanctions

The College regularly **celebrates the success** of students in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College. Conversely, the College applies sanctions when the expectations outlined below are not met. Disruptive behaviours that disturb the learning of others are not tolerated in any way.

### Rewards

#### College Attributes and Merits

Students are rewarded for demonstrating the Colleges attributes (Ambition, Diligence, Independence, Resilience, Creativity and Kindness) with **merits**. These are recorded on the Class Charts system. Parents, carers and students are able to monitor these through the Class Charts app.

Merits lead to incremental rewards, as well as entry into an annual prize draw. Tickets for the draw will be allocated based on the number of merits accrued throughout an academic year. Tutors and Heads of Year will monitor merits and reward students as follows:

25 Merits	Prize draw ticket	
50 Merits	Prize draw ticket	<b>Bronze lapel badge</b>
75 Merits	Prize draw ticket	Tutor commendation
100 Merits	Prize draw ticket	<b>Silver lapel badge</b>
125 Merits	Prize draw ticket	Head of Year commendation
150 Merits	Prize draw ticket	<b>Gold lapel badge</b>
175 Merits	Prize draw ticket	Vice Principal commendation
200 Merits	5 Prize draw tickets	<b>Platinum lapel badge</b>
250 Merits	10 Prize draw tickets	Principal commendation <b>Star Learner lapel badge</b>

#### What do we reward?

The descriptors below describe the College **Attributes** used for awarding merits. These are the attributes that our community have determined should be encouraged and celebrated:

#### Ambitious

Ambitious students strive to create their very best work, understanding that this is the only work that fairly represents them. They want to succeed and know that this success will support success throughout their lives; the knowledge, skills and behaviours they learn here develop their character and their talents, opening doors and experiences in college and beyond.

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

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

### Diligent

Diligent students know that success cannot be achieved with a less-than-best effort. They expect to find work challenging and to have to try hard in order to complete it. They complete all work on time and know that this is their responsibility. Students know that all aspects of learning in all their subjects should require hard-work: thinking, reading, planning, writing, re-drafting all need full focus and concentration.

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

- ▲ Students consistently demonstrate a best effort; their work represents an impressive level of thought and care.
- ▲ Students are meticulous in their re-drafting of work and will strive to improve within lessons and across lessons.
- ▲ Students demonstrate self-motivation and seek opportunities to learn and progress.

### Independent

Independent students will understand that ultimately their success depends on them and that their input is directly responsible for their outcomes. They know that their teachers are essential in their learning but that they can't do the work for them or make the knowledge 'stick'. They are empowered by the understanding that they can have the most impact on themselves and, through working with teachers, can be their own best resource.

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

- ▲ Homework is completed on time and to the same standard as their best class work.
- ▲ Students take responsibility for their equipment and class work.
- ▲ Students manage their learning effectively and are prompt in approaching tasks and following instructions; they don't need to be reminded by teachers to begin working when that is clearly the expectation.
- ▲ Students make every effort to pursue wider knowledge outside of lessons, to research key topics and ask deeper questions.

## Resilient

Resilient students understand the importance of getting things wrong and know that it is better to try and fail than to not try at all; they accept that knowledge is gained in the process and is often deepened by dealing with misconceptions and mistakes. They see feedback as a tool used to support them and accept that constructive criticism is part of that support.

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

- ▲ Students make mistakes and persevere in order to improve.
- ▲ Students show a positive attitude to learning and to any form of feedback, using this to support them in trying again.
- ▲ Students do not let setbacks and mistakes deter them from continuing to work to the best of their ability.
- ▲ Students do not stop at the moment of misunderstanding but continue to think and to rethink until they begin to form a foundation for understanding.

## Creative

Creative students demonstrate the ability to think about a task or a problem in a new or different way and use their imagination to generate new ideas. They understand how to solve complex problems or find interesting ways to approach tasks. Creative students understand the value of using existing knowledge to find patterns and make connections to find opportunities. They ask pertinent questions to develop their understanding, make observations and are confident to experiment.

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

- ▲ Students enthusiastically ask questions that expand their thinking; they make connections with prior learning and wider reading through their exploratory questions.
- ▲ Students do not simply accept one interpretation or idea but try to think about alternative ways of viewing a problem or concept.
- ▲ Students experiment with language choices, challenging themselves to learn new vocabulary that most effectively conveys their ideas.
- ▲ Students work hard on drafting work so that their ideas are expressed in the best possible way.

## Kind

Kind students know that kindness towards themselves and others is the key to successful learning and to a positive learning environment. They understand that all of our other positive attributes are underpinned by this; it is impossible, for example, to be diligent without being kind to yourself through the trials and tribulations of the learning process. They know that they have the potential to positively impact others' experiences through their actions and words.

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

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

## Recognising Success

In addition to the Merit system, staff will recognise success in many ways. This includes contacting home, which may be via praise postcards, letters, messages or phone calls. Departments celebrate students' work through displays and by sharing success publicly, for example through 'Star of the Fortnight'. Each academic year ends with a celebration assembly for each year group. Other celebratory events may take place during the year, such as celebration breakfasts and rewards trips.

In order to recognise students' contributions to the wider aspects of the College community, we award students the opportunity to fulfil student leadership roles that further contribute to a positive and caring environment.

## Sanctions

### Minimum Expectations, De-Merits and Detentions

Underpinning our attributes, we expect as an absolute minimum that our students are:

- ▲ Ready to Learn
- ▲ Respectful
- ▲ Safe in their behaviours

We regard these as 'minimum expectations' because our community relies on them for the effective functioning of the College. We therefore expect to see these expectations met at all times:

#### Ready to Learn

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

#### Respectful

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

#### Safe

- ▲ Move calmly around the College site.
- ▲ Make positive decisions regarding their health and well-being.
- ▲ Seek help from others when needed.
- ▲ Display high levels of hygiene.
- ▲ Model safe behaviours on the journeys between the College and home.

Should a student fail to meet the College's minimum expectations, they will be awarded a **de-merit** or a **detention**. These are recorded on Class Charts.

#### Detention

Lunch time detentions are given automatically to students who arrive late to College in the morning or fail to hand in homework. Parents are informed of this through their Class Charts parents' account. If a student fails to meet minimum expectations, a member of staff may deem it appropriate that a student be given a detention to give the student an opportunity to reflect on their behaviour. When this happens staff will record the detention on Class Charts.

If a student arrives to school after 9am they will receive an after-school detention, which will take place in Crofton, until 3.50pm. Heads of Year may also give a student an after-school detention. Parents will be informed of this through their Class Charts parent account.

If a student fails to arrive at a lunchtime detention, they will be placed in Crofton until 3.50pm that day. Parents will be informed of this through their Class Charts parent account.

### **Removal from Classroom – Crofton**

The College applies sanctions for any incident where students are not meeting our minimum expectations or are disrupting the learning of others. We firmly believe that **every student is entitled to disruption free learning every minute of every lesson**. If a student is **disrupting learning, refusing to follow instructions or is unpleasant/rude**, they may be removed from the classroom and placed in our Crofton provision until 3.50pm that day.

In lessons, teachers will apply consequences as per steps A-B below.

**A If a student's behaviour does not meet minimum expectations, the classroom teacher will issue a reminder as to what the expected behaviours are.**

**If the student does not amend their behaviours, the student will be issued with a de-merit.**

**Sanction: De-Merit:**

- The classroom teacher will make it explicit to the student that they have been issued with a de-merit, ensuring eye contact with the student and addressing them by name for clarity.
- The classroom teacher will record details of the incident on Class Charts.

**B If the student does not amend their behaviours, or the behaviour is particularly serious, the student will be removed from the lesson and sent to the Crofton provision. A de-merit will be given** (if this has not already been given as above, i.e. because it is a particularly serious incident and so step A has been omitted), **and the student will complete their work** in the Crofton provision **until 3.50 pm that day**.

**Sanction: Removal from lesson:**

- The classroom teacher will contact the Behaviour Support team to collect the student. The student must not leave the classroom until a member of staff arrives to take them to the Crofton provision.
- The classroom teacher will record details of the incident that led to the removal from lesson on Class Charts.
- Parents will initially be informed through their Class Charts Parent Account. The classroom teacher will then contact parents to discuss the incident which led to the sanction, this may be after the school day.

The same procedure will be followed by the member of staff dealing with any incident of a student failing to meet minimum expectations during unstructured time.

## Suspensions

For more serious or sustained incidents, both inside or outside of college, students may be suspended. This means they will be required to work at home. Some behaviours which may result in suspension include:

- ▲ Repeated or sustained failure to comply with college expectations
- ▲ Fighting
- ▲ Dangerous or threatening behaviour
- ▲ Verbal abuse against an adult (this includes swearing whilst addressing a member of staff)
- ▲ Verbal abuse against a pupil
- ▲ Truancy
- ▲ Bullying
- ▲ Bringing the College into disrepute
- ▲ Inappropriate use of social media or online technology
- ▲ Refusal to comply with College sanctions

This is not an exhaustive list. Before or on the student's return to college following a suspension, the student, parents/carers, the Head of Year or relevant senior leader and any other relevant staff will be invited to attend a reintegration meeting. This meeting is an opportunity to discuss how to ensure successful reintegration and avoid reoccurrence of the issues leading to the suspension.

**Suspensions will be used in line with DfE guidance: [Suspension and permanent exclusion guidance](#)**

### Permanent Exclusion

The most serious breaches of our expectations may lead to permanent exclusion. This is carried out in line with the Department for Education statutory guidance on exclusions and may only be authorised by the Principal.

Reasons for this can include:

- ▲ Physical assault against pupil
- ▲ Physical assault against adult
- ▲ Verbal abuse or threatening behaviour against pupil
- ▲ Verbal abuse or threatening behaviour against adult
- ▲ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- ▲ Bullying
- ▲ Racist abuse
- ▲ Abuse against sexual orientation or gender reassignment
- ▲ Abuse relating to disability
- ▲ Sexual misconduct
- ▲ Drug and alcohol related

- ▲ Damage to college or personal property
- ▲ Theft
- ▲ Persistent disruptive behaviour

This is not an exhaustive list.

**Permanent exclusions will be used in line with DfE guidance: [Suspension and permanent exclusion guidance](#)**

## Other Actions

College leaders may determine that the removal of some privileges is the most appropriate action for non-compliance with the College's expectations. This may include withdrawing students from college events such as the 'prom' or reward trips. Where students demonstrate unsafe behaviours they may not be permitted to participate in college events, trips and visits.

## Confiscation (Years 7 to 11)

The college will confiscate any electronic items such as mobile phones, smartwatches, iPads/tablets, games consoles, etc., that are used, seen or heard on the premises. Confiscated items will be logged and stored securely. The SIM card and battery will be confiscated along with any mobile phone.

- ▲ On the **first occasion** the item will be confiscated until the end of the **next** college day and the incident will be logged via a de-merit. (Confiscations that begin on a Friday will include the weekend and continue until the end of the college day on Monday.)
- ▲ On a **second occasion** the item will be confiscated for seven days and the incident will be logged via a de-merit. (Seven day confiscations always include a weekend and may include periods of a school holiday.)
- ▲ On a **third occasion** the item will be confiscated until the end of term and the incident will be logged via a de-merit. (If the time to the end of the term is equal to or less than one week [this being the confiscation time for the previous offence], the confiscation may include parts of a school holiday and may continue until the end of the following term.)

Any further issues with a phone or electronic device will result in a meeting with a senior member of staff. Should the situation reach this stage, a permanent ban on bringing the item into college is likely.

If a student refuses to surrender the item, a member of the Senior Leadership Team (SLT) will become involved and, if the situation reaches this point, the confiscation will be increased by the member of the SLT to one week, or longer if appropriate. Further sanctions will also be imposed.

Students who have had their mobile phone confiscated and need to contact their parents/carers must speak to their Head of Year or Pastoral Support Manager.

The College follows Government advice when confiscating items from students, which is outlined in the document 'Screening, Searching and Confiscation - Advice for Schools,' July 2022. More information is available in the [College Searching and Confiscation Policy](#).

The College is not responsible for personal belongings that are brought onto College premises.

### **Wilful Damage**

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

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

Behaviour expectations extend to all visitors to the College, including parents / carers and the families of students. They also apply to contractors working on the College premises. Everyone has a duty to behave in an acceptable and appropriate manner. Members of the College staff have a right to work, as students have a right to learn, free from fear of physical or non-physical assault and abuse in an environment that is properly safe and secure. Behaviour that is contrary to this is defined as "the intentional application of force against the person of another without lawful justification, resulting in physical injury or personal discomfort" and "the use of inappropriate words or behaviour causing distress and/or constituting harassment". It is very difficult to provide a comprehensive description of all types of incidents that are covered under this definition, however, examples of the types of behaviour covered are summarised below:

- ▲ physical contact or attack
- ▲ offensive language
- ▲ verbal abuse and swearing
- ▲ unwanted or abusive remarks
- ▲ negative, malicious or stereotypical comments
- ▲ invasion of personal space
- ▲ brandishing of objects or weapons
- ▲ near misses i.e. unsuccessful physical assaults
- ▲ offensive gestures
- ▲ threats or risk of serious injury to a member of staff, a student or visitor
- ▲ bullying, victimisation or intimidation
- ▲ unreasonable behaviour and non-cooperation such as repeated disregard of the availability of staff due to teaching and other commitments
- ▲ deliberate damage to or vandalism of property

This is not an exhaustive list.

Such behaviour can be either in person, by telephone, letter, email, on social media or other form of communication and is not confined to incidents occurring on the College site e.g., it could occur on the street or in any other public or private place. A range of measures can be taken by the College in response to any of the above behaviours, which seek to reduce the risks and demonstrate acceptable standards of behaviour. These responses may include:

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

### History of Changes

Adopted:	February 2015
Rebranded in line with the change to The Spires College:	September 2015
Amended to clarify expected behaviour of visitors, parents/carers and family members and to add legal highs to the list of banned items:	December 2015
Reviewed. Reworded for clarity. Reorganised for indexing:	September 2019
Reviewed. Amended to clarify changes to use of electronic devices on site and sanctions.	August 2020
Reviewed. Amended to clarify changes to rewards and sanctions procedures.	July 2021
Reviewed. Amended in line with updated DfE guidance	September 2022
Reviewed. Some wording amended for clarity	September 2025