

Impington International College

Behaviour and Relationships Policy

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Review cycle	[Annually]
Reviewed by	Victoria Hearn - Principal

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Document Control

New Version Number	Key changes from previous version	Date of ratification
	Changes in line with scheme of delegation	October 2023

1. Purpose of the policy

The purpose of the IIC Behaviour and Relationships Policy is to create a positive and effective learning environment for everyone within our community by:

- Ensuring all staff are positive, reflective and consistent with all students and colleagues
- Facilitating the provision of 'Quality First Teaching' and inquiry-based learning
- Supporting students and staff to develop and demonstrate IB Learner Profile attributes and self-regulation
- Supporting staff to recognise, address and prevent harmful behaviour, in line with the ELA child on child abuse framework

2. Outcomes of the policy

The outcomes of the IIC Behaviour and Relationships Policy will be:

- Students achieve personal and academic success
- Students and staff develop and demonstrate IB Learner Profile attributes¹

3. Recognitions

IIC believes that consistently **recognising** students' demonstration of the IB LP attributes is the most effective way to develop intrinsic motivation and self-regulation.

This will be done by:

- consistent and meaningful use of the IB Learner 'recognition boards' situated in all classrooms
- positive communications with students and their parents about their progress

Most importantly any celebration of achievement should be a positive human interaction between staff and a student.

4. Expectations of staff

Staff will, consistently:

- Intentionally build positive relationships with all IIC students
- Make the effort to focus only on positive behaviour in public, reminders in private
- Be calm and consistent, non-threatening and de-escalate wherever possible²
- Adopt a neutral/dull tone of voice for reminders, reinforcing expectations and fogging³ and a warm/enthusiastic tone for recognising positives
- Refer to and model the IB LP attributes by being curious, courteous, positive; researching, engaging in debate, admitting lack of knowledge where appropriate etc
- Deliver the IB LP material through tutor time
- Take needs of individuals into account, for example SEND needs and make reasonable adjustments as appropriate

¹ See appendix for details

² See appendix for details

³ See appendix for details

- Engage productively in reflective conversations⁴

During break/lunch time staff will:

- Focus on reinforcing positive behaviour by recognising and celebrating it
- Use private reminders of expectations to students, particularly lanyard wearing
- Actively encourage self-regulation by offering opportunities for reflection away from peers
- For boisterous behaviour (which may include physical contact that is rough, unnecessary, or which could lead to injury) – remind; but if behaviour is repeated, refer to Head of Sixth Form

In lessons staff will:

- Plan and deliver content that meet the needs of all learners in accordance with Quality First Teaching
- Read all student profiles for each class regularly and interact appropriately with all TA support
- At the start of the lesson meet and greet students with positive, individual welcomes
- Begin lessons with positive public comments before any refocus or reminders
- Make regular and effective use of IB Learner recognition board
- Give reminders in private (no shaming of any students in any way in front of class)
- After reminders, give students processing/ 'take up' time

5. Reflective Conversations

A reflective conversation should be had where a breach of trust has occurred and the relationship between student and staff member needs to be re-established. Incidents of this sort may include deliberate rudeness, persistent ignoring of a member of staff's requests etc.

Reflective conversations can't happen effectively unless the member of staff has their own behaviour under control and has foregrounded positivity and relational practice. Reflective conversations will always be supported by one of the Heads of Sixth Form where appropriate/required.

6. Attendance

Impington International College endeavours to provide a safe learning environment in which students can enjoy and achieve. We acknowledge the proven correlation between a high level of attendance and student academic outcomes. Impington International College attendance strategy⁵ emphasises positive strategies and a range of interventions to ensure the highest levels of attendance. However, when normal College procedures do not result in good attendance and student's reengagement with their chosen course, a range of further measures, including the students place at college being at risk, will be considered.

7. Homework/Independent work and dress code

Non-completion of homework should be followed up at a faculty level, with the aim of having the student complete the task at home or in College with support, for example at lunch time. If the student does not attend/complete the task, the relevant Key Stage 5 leader or Head of

⁴ See appendix for details

⁵ See appendix for details

Sixth Form should be informed and parents/carers copied in.

If a student does not have the appropriate dress for College⁶ a **private** reminder and request to rectify the issue should be made to the student. If there is no compliance or it is not possible to rectify the issue, a referral should be made via EduLink and one of the Heads of Sixth form will address the issue privately with the student. Referrals for dress code can be made at any point during the day.

8. Disciplinary Procedures

Informal Disciplinary Procedures:

Every effort will be made to resolve minor lapses in conduct quickly and informally, wherever appropriate to do so. This will usually involve one or both of the following steps:

- **Discussion and reparation**
A discussion will be held between the student and a member of the sixth form team where the nature of the alleged inappropriate conduct will be established. Where minor lapses in conduct are established, the member of the sixth form team will clarify with the student the College expectations and identify the steps needed to remedy the situation. A record of the discussion will be recorded and communicated with the student and parents/carers where appropriate.
- **Monitoring**
Where the alleged inappropriate conduct is repeated or is of a nature where it needs investigated further, the student will be seen by a Head of Sixth Form who will discuss with the student, giving them the opportunity to respond. If appropriate, the student will be placed on a period of monitoring where specific requirements will need to be met. These could, for example, include attendance monitoring, daily reporting and supervised study sessions. Parents/carers will be informed of the matter by letter/or by being invited to a meeting. A record of the discussion and the monitoring procedure will be communicated with the student and parents/carers.
- **Formal (Serious and Illegal Misconduct)**
An investigation will take place prior to any formal disciplinary meeting. This will be conducted by the Sixth form Leadership team or by the college Senior Leadership Team. The investigation may involve, as is appropriate in the circumstances:
 - an interview with the student including a request for a written statement
 - interviews with any relevant witnesses and the taking of written statements
 - further enquiries as necessary, including the calling for and review of documents and other information
 - discussions with members of staff and other individuals. Another member of staff may be present at some or all of the investigatory meetings to take notes.

A written record will be kept and parents/carers will be informed at all points.

Where the allegation of misconduct is unfounded, no further action will be taken the parents/carers and students will be informed in writing.

If, at the conclusion of the investigation, the alleged misconduct is substantiated, a course of action

⁶ See appendix

will be determined fitting the nature of the misconduct and the individual circumstances of the case. Dependent on the nature of the misconduct this could result in a period of suspension or permanent dismissal from the college. The college decision on this is final. Where appropriate, the student will be offered guidance meetings to advise on future places of education.

Suspension and Exclusion

Definition of Suspension: the Principal decides that a student is placed out of College for a fixed or permanent period as a consequence of unacceptable or unmanageable behaviour. During a period of fixed term suspension, work will be provided by the College for the student to complete.

'Suspended' status is not the same as short-term removal from mainstream lessons. Suspension is noted on a student's 'record' and has to be reported on transfer to other educational establishments.

Suspension can be fixed term: a period of 1 – 5 days depending on the seriousness of the incident. In exceptional circumstances, a student could be fixed term suspended for more than 5 days, but the College would make educational provision. Following a fixed term suspension parents **MUST** attend a re-admission interview before a student is reinstated in mainstream lessons. Following a suspension a student will be placed on a personal support program (PSP).

Permanent Exclusion means a recommendation has been given by the Principal to exclude a student permanently from College. The College very rarely will move to permanent exclusion, which would acknowledge that the relationship between the College and a student is irrevocably broken. Only the Principal can approve the suspension or exclusion of a student and s/he should only do so having considered the following:

1. The nature of the offence
2. Whether the matter has been investigated properly (written statements, witness statements all considered) and the balance of proof satisfied
3. The student's version of events heard and recorded
4. Any mitigating circumstances or special considerations weighed including SEN
5. The previous involvement of the Pastoral Support Team and if there is a TAF for the student
6. Whether alternative strategies have been previously deployed
7. Who else might need to be consulted (SENDCo, Virtual Schools teachers, social worker, DSL, EHA support worker)
8. Precedents regarding length of suspension.

Notification of Suspension

When the Principal has decided to exclude the College will:

- Inform the parent by telephone straight away
- Write a suspension letter based on the LA template and ensure that it is posted on the day and will also be uploaded to the student's linked documents via Edulink

Governors' Exclusion Panel

The Exclusion Panel is responsible for reviewing the decision of the Principal to permanently exclude a student. Parents are informed by the suspension letter that they have the right to have a suspension reviewed. The Exclusion Panel has limited powers to either uphold or overturn the Principal's decision to permanently exclude.

Independent Appeal Panel

The role of the Independent Appeal Panel is to review the permanent exclusion and Discipline Committee decision. An Appeal Panel may:

- Uphold the decision to exclude; or
- Direct immediate reinstatement or reinstatement at some future date

Serious Incidents

Staff who believe a serious behaviour incident has occurred must immediately refer to the Vice Principal or Principal.

The following list of possible serious incidents is not exhaustive and should be read in conjunction with the ELA Child on Child Abuse Framework, where further information about each type of incident is given. It should be noted that these apply to all children under the age of 19.

- Child on child abuse (bullying / online bullying / physical / initiation/hazing / prejudiced behaviour / relationship abuse / **sexual violence and harassment (this must be referred to the Designated Safeguarding Lead immediately)**)
- Substance misuse
- Violence towards staff
- Criminal damage

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college or online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. (KCSIE 2023)

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

SLT and/or the safeguarding team will follow up on any serious incidents as per the serious incident protocol.

9. Appendices

1. IB LP

Principles:	Practices required:
Inquirers	<ul style="list-style-type: none"> • Develop your natural curiosity by engaging fully in all lessons and completing all tasks set on time as well as doing your own research and background reading • Learn how to ask the right questions and conduct research; show independence in learning by completing tasks by yourself with minimum input by your teacher • Show your teachers, classmates and team-mates you actively enjoy learning through participation in discussion and positive body language in all learning environments
Knowledgeable	<ul style="list-style-type: none"> • Connect the concepts, ideas and issues you explore in your lessons with the world, locally and globally. Always ask yourself, your peers, your teachers what the <i>significance</i> of what you are learning is • Attend punctually and work hard in all lessons to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. Demonstrate this knowledge by seeking to achieve the best grades you can in your assignments and examination scores
Thinkers	<ul style="list-style-type: none"> • Be prepared to fail, examine failure and try again. Exercise your initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
Communicators	<ul style="list-style-type: none"> • Understand that how you express yourself is key to peoples' perceptions of you. Learn to understand and express ideas and information confidently in a variety of modes of communication, knowing the difference between talking to peers and staff • Actively develop the skills to work effectively and willingly in collaboration with others
Principled	<ul style="list-style-type: none"> • Act with integrity and honesty in all situations. Demonstrate fairness, justice and respect for the dignity of the individual, groups and communities • Take full responsibility for your own actions and behaviour and the consequences that accompany them • When using social media: behave in a courteous and honest way, respecting the privacy and the feelings of others at all times; and avoiding the use of names, contact details or images of other students or members of staff without their prior permission
Open-minded	<ul style="list-style-type: none"> • Understand and appreciate your own culture and personal history and be open to the perspectives, values and traditions of others • Actively ask for and evaluate a range of points of view on your work and your actions; be willing to grow from the experience and engage with positive criticism
Caring	<ul style="list-style-type: none"> • Acknowledge empathy, compassion and respect towards the needs and feelings of others • Commit to service, and act to make a positive difference to the lives of others and to the environment
Risk-takers	<ul style="list-style-type: none"> • Approach unfamiliar situations and uncertainty with courage and forethought, openly admit to difficulties and actively seek advice • Be brave and articulate in defending your beliefs but always do so appropriately
Balanced	<ul style="list-style-type: none"> • Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others • Take positive actions to ensure your wellbeing and that of others is a priority

Reflective	<ul style="list-style-type: none"> • Recognise you are responsible for your own learning and experience • Reflect regularly on your own performance and behaviour • Be prepared and able to assess and understand your own strengths and limitations in order to improve your learning and personal development.
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2. IIC Dress Code

All clothing worn for College should reflect the fact that it is a professional, not a leisure, environment.

- Clothing on the lower body should be at least mid-thigh length
- Clothing on the upper body should cover the back, shoulder, chest, stomach and hip areas completely
- Clothing must all be free of any pictures, designs, logos or slogans that could cause offence
- No clothing or jewellery will be permitted if it could cause a health or safety issue to the wearers or others

3. **Two- minute interventions:** This is a short conversation with a student who is not following instructions/meeting expectations. The student will already have been refocused as many times as you have deemed appropriate. The intervention takes place out of sight/hearing of whole class, during or at the end of lessons. Privately, ask the student to join you outside of the room. Adopt a side-by-side position if the student finds face to face interactions difficult. Keep a 1-2 meter distance and adopt non-threatening body language – relax your hands/arms and keep a neutral facial expression. Use a neutral tone of voice. The following script is suggested:

Are you ok? I was wondering ... (shows curiosity and care)
 I asked to speak to you because... (shows acceptance of where we are)
 This is just a pause, I want to get you back in and working (signals where we are going)
 We have agreed... I need you to... (resets)
 What do you need most to help you get back to learning (offers help)
 Ok, breathe – we will go again; I will make it easy for you to go back in and save face (plan to go back in)

4. **Fogging:** Fogging is most useful when children try to negotiate the boundaries or excuse their behaviour. Instead of risky and exhausting improvisation with each child, you use a few standard responses. Your predictability is critical, and it starts with your language.

For example:
 'Daniel, that's not how we do it here'
 'I understand you feel like that. You need to speak to me for 2 minutes at the end of the lesson'
 'Daniel, this is a reminder, you can do better than that'
 'Daniel it isn't acceptable to use that language. You need to ... I will catch up with you later'
 'Be that as it may, this is your reminder'

5. **De-escalation:** this means calming, rather than provoking, an already distressed child.

Staff will

- Maintain a good distance from students in a heightened state, at least outside of an outstretched arm
- Have open, non-threatening body language including sideways stance, relaxed hands, eye level or lower
- Always leave an open door/exit for the student
- Not engage with arguing/negotiating – use fogging
- Walk away if necessary and safe to do so

Use and repeat phrases such as below until the student is ready to talk, if appropriate;

- “Child’s name”
- “I can see something has happened”
- “I am here to help”
- “Talk and I will listen”
- “Come with me and...”

6. Reflective conversations:

Reflective conversations are about repairing, refocusing the relationship; they are done with children, not to them. To take part in a reflective conversation the member of staff must have their own behaviour under control and be prepared to put their relationship with the child at the centre of the issue. Reflective conversations can be done with Head of Sixth Form support but are conducted by the class teacher.

Questions recommended for a reflective conversation are as follows. Not all will be used in every conversation and should be adjusted according to the age and/or needs of the student:

- What happened?
- What was unusual about today's lesson?
- What were you thinking at the time?
- How did you feel at the time?
- What have you thought since?
- Why do you think things went wrong?
- Who might have been affected by your actions?
- How have they been affected?
- What would make it easier for us to work together?
- What would make the next lesson go really well?
- How can we repair this?
- Where do we go from here?
- Who could help us with the next steps?
- If you had the lesson again, what would you change?

7. Attendance Strategy

This strategy applies to all students of Impington International College

Key Principles

- Students at Impington International College have the right to the best possible education.
- For students to access the best possible education, a high level of attendance is essential.
- Students' ability to achieve for the best possible future life choices may be jeopardised by poor attendance. This Includes application to Further and Higher Educational Establishments and future employment opportunities.
- To ensure Students understand the importance of attendance and take individual responsibility

Impington International College endeavours to provide a safe learning environment in which students can enjoy and achieve. We acknowledge the proven correlation between a high level of attendance and student academic outcomes. Impington International College attendance strategy emphasises positive strategies and a range of interventions to ensure the highest levels of attendance. However, when normal College procedures do not result in good attendance and student's reengagement with their chosen course, a range of further measures, including the students place at college being at risk, will be considered.

Impington International College aims to:

1. Emphasise the importance, to all students, of maximum attendance at college as an essential pre-requisite for making full use of all educational opportunities and to maximise individual achievement.
2. Make explicit to all relevant parties (students, teachers, and parents/carers) the College's expectations on attendance levels.
3. Promote a consistent approach across the College towards all matters relating to attendance.
4. Clarify the roles and responsibilities of all parties with respect to attendance.
5. Communicate to all relevant parties the categories of absence, which are deemed "authorised".
6. Stress the need for a collaborative approach between the student / home and college to work in close partnership to achieve high attendance with the aim to solve barriers, which may be preventing the expected attendance. A high level of pastoral and academic support will also be offered.

What is an acceptable attendance rate?

National data clearly shows a correlation between high attendance rates and high achievement and examination performance. It is a key indicator of an effective school and, as such, will be scrutinised by OFSTED.

Impington international College expects attendance at college to be 100%, unless there are exceptional or unavoidable reasons for absence, which can be authorised

Authorised Absences

IIC cannot authorise **any** leave of absence unless there are **exceptional circumstances**. The Department for Education (DFE) has issued guidelines to all education establishments detailing valid reasons for **authorised** or **justified** absences:

- A student is ill or receiving medical attention.

- Days of religious observance, notified in advance.
- Absence due to family circumstances (e.g., bereavement, serious illness).
- Interview with future educational establishment and employers

There are other absences, such as **approved sporting activities** that can be authorised and there will be events affecting families, some unforeseen, which will necessitate absence from College; professional discretion will need to be used in these cases as to whether the absence can be authorised.

We expect absences to be kept to a minimum; **routine medical and dental appointments should be arranged out of college hours if possible.**

Unauthorised Absences

These are absences where:

- No letter or acceptable explanation is provided by student or parents/carers.
- The reason for the absence does not fall into one of the categories of **authorised** absence above.

DFE guidelines state that the following activities would be classified as **unauthorised**:

- minding the house
- caring for relatives
- awaiting repair people
- shopping
- a birthday or family celebration

There are clearly some grey areas. The DFE guidelines look at the area of Special Occasions and make clear that only truly exceptional occasions should be classified as authorised; for example, absence resulting from a student attending the wedding of a parent could be counted as authorised; a birthday treat to a theme park would not.

Persistent Lateness to College

It is the duty of the student to ensure that they attend College regularly and punctually. This encourages habits of good timekeeping and lessens any possible classroom disruption.

Student / Home/ IIC Partnership

Securing a high level of attendance requires the College, student and home to work closely together. To this end, we ask students to:

- Arrive on time for every timetabled class
- If the student is ill, the student or parent/carer notify the College **on each day** of absence by **8am** using the online absence form.
- Recognise if there is an attendance issue and seek the appropriate support either pastoral or academic.

In return, Impington International College will:

- Follow up student absence where there is no explanation.
- Inform parents/carers if an absence form has been submitted.
- Follow up promptly any concerns raised by the student or passed on by teacher or parents / carers.

- Involve IIC Leadership Team to support students to re-integrate into college after illness or other individual circumstances.
- Regularly and consistently remind students of the importance of good attendance and punctuality.
- Acknowledge improving attendance.

Please be reassured:

We feel attendance levels are an indicator of how effective and caring a college is. Failure to attend can be an indication that all is not well with the students' wellbeing. Equally, consistent attendance is an **essential** pre-requisite for effective learning.

IIC takes attendance seriously and have put a lot of time and energy into getting our procedures as efficient and effective as possible. We urge you to give this matter the priority it deserves.

Impington International College Attendance Procedures for Students and Parent/Carers

Improving attendance is a whole college initiative. Helping to create a pattern of regular attendance is everybody's responsibility including students, parents and all members of college staff.

The diagram below highlights the college approach to attendance monitoring and intervention.

These are led by the relevant Head of Sixth Form. Please note, we monitor unauthorised absences and levels of sickness to ensure we have a full picture of our students' attendance.

If attendance is above 96%, with 4% or less of unauthorised attendance, then no interventions are necessary.

Level 1

Unauthorised absence 4%- 7%

Some concerns for progress/attainment

Email to be sent to Tutor by Attendance Officer to follow up with a conversation with the student.

Academic concerns to be passed on to the relevant Head of Sixth Form.

Pastoral concerns to be passed on to the Director of Pastoral Care

**Level 2**

Unauthorised absence 8% - 10%

Risk of under achievement

Letter sent to student and parents/carers to inform them of level of attendance by the Attendance Officer. Monitoring period and level of expected attendance agreed.

Further absence may not be authorised without medical evidence from GP/Hospital/Dentist (student / parent carers are informed of this in the letter).

**Level 3**

Unauthorised absence 10% +

Persistent Absence**Severe risk of under achievement**

Interventions include letter sent to student, parents/carers of level of attendance.

A meeting will be arranged with the relevant Head of Sixth Form to discuss strategies interventions and potential programme changes. Further monitoring period agreed.



If after this monitoring period attendance has not improved and reached expected level, a further meeting will be arranged to discuss progress and potential dismissal from the college.