Impington Village College

Behaviour and Relationships Policy

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Reviewed by	Jo Sale, Principal

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Document Control

New Version Number	Key changes from previous version	Date of ratification
	Added reference to ELA peer on peer abuse framework in section 1 Added 'detentions' to section 5 Changes to consequences for lack of uniform and non-completion of homework in section 7 Added link to local authority website in section 8 Serious incidents section 8 – updated in line with ELA peer on peer abuse framework Amended consequence and definition for boisterous behaviour in section 4	
	Rewrite of most sections to update following whole staff	30/06/23
	Updated following changes to detentions	18/07/24
	Updated following additional wording pg 8	01/05/26
	Updated section on use of staff images on social media pg 8	01/09/26

1. Purpose of the policy

The purpose of the 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 Behaviour and Relationships Policy will be:

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

  - Thinkers
  - Inquirers
  - Knowledgeable
  - Risk-takers
  - Principled
  - Communicators
  - Open-minded
  - Caring
  - Balanced
  - Reflective

3. Recognitions

IVC 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
- regular 'praise postcards' sent home to a student's parents/carers and praise phone calls home
- logging recognitions on Edulink

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

4. Ready, Respectful, Safe

To help our students to develop the ten attributes of the IB Learner Profile we have grouped them for clarity around three key concepts: 'ready' 'respectful' and 'safe'. We have broken them down into some more concrete 'I can' statements and have also included some reminders of the more basic expectations we need to see[1].

5. Expectations of staff

Staff will, consistently:

- Intentionally build positive relationships with all students and colleagues
- Make the effort to focus only on positive behaviour in public, reminders in private
- Be calm and consistent, non-threatening and de-escalate wherever possible[2]
- Adopt a neutral/dull tone of voice for reminders, reinforcing expectations and fogging[3] 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, holding doors, picking up litter etc
- Use the language of 'ready, respectful and safe'
- Deliver the IB LP material through tutor time
- Take needs of individuals into account, for example SEND needs and make reasonable adjustments as appropriate
- Engage productively in supported reflective conversations[4]

During break/lunch time staff will:

- Focus on reinforcing positive behaviour by recognising and celebrating it
- Use private reminders of expectations to students
- 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 (using the EduLink referral system to the lunch time referral room)

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

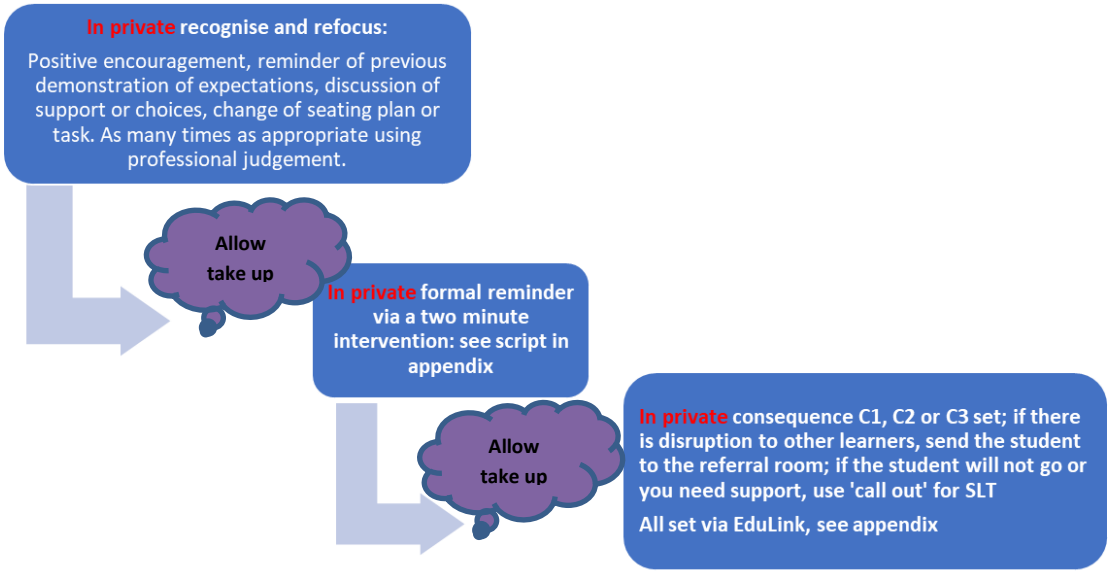
[1] See appendix for details
[2] See appendix for details
[3] See appendix for details
[4] See appendix for details

support

- At the start of the lesson meet and greet students, who should be lined up at the door (or as appropriate for outdoor/practical lessons), with positive welcomes
- Begin lessons with positive public comments (can be whole class or individual) before any refocus or reminders (fantastic focus over here, thank you, amazing attention from…)
- Make regular and effective use of IB Learner recognition board
- Give reminders/warnings in private (**no negative display of names; no shaming of any students in any way in front of class**)
- Consistently follow the structure flow chart in section 6
- After reminders, give students processing/ 'take up' time
- Be aware of and support those who use props or other strategies to help them process
- Use two-minute interventions[5] to refocus students

6. Structure for reminders

All staff are expected to consistently follow this structure for student behaviour that does not meet expectations, at all times during the College day:



7. Monitoring and reviewing

Recognitions and referrals will be monitored by the pastoral team and reviewed weekly by Heads of Houses with appropriate rewards and consequences implemented or adjusted as required.

[5] See appendix for details

8. Homework and uniform

Non-completion of homework should be followed up at a faculty level, with the aim of having the student complete the task in College with support, for example at lunch time.

If a student does not have the appropriate uniform[6] a referral should be made via EduLink and the pastoral team members responsible will come to the classroom and collect the student for a two-minute intervention to privately discuss the issue. Referrals for incorrect uniform should be made at any point during the day; repetitions will be triaged by the pastoral support team.

9. Consequences and Reflective Conversations

Consequences[7] can be set via EduLink. They should be used when reminders and two-minute interventions have not enabled the student to self-regulate and the behaviour that does not meet expectations has continued.

A reflective conversation should be had whenever a consequence is set as a breach of trust has occurred and the relationship between student and staff member needs to be re-established. 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 SLT where appropriate/required.

10. Prejudice-related incidents

The College process for responding to prejudice-related incidents is set out below.

Stage 1: The incident/concern is reported and assigned to the appropriate member of staff. All relevant staff are informed, including member/s of SLT.

Stage 2: The concern is triaged and actions to be taken discussed.

Stage 3: Reporting staff member is contacted to inform that concern is being dealt with.

Stage 3: Re: mind[8] conversation takes place with two staff members present (HoH/SLT/pastoral/SEND teams) with student/s. Sanctions issued, as appropriate. Student/s considered to be the 'victim' is also met and offered support.

Stage 4: Contact with parents/carers of students involved is made; discussion of incident, subsequent actions and support.

Stage 5: A follow-up conversation is held with students considered to be the 'victim', where relevant to the incident.

[6] See appendix
[7] See appendix
[8] See appendix for details

Stage 6: Where required, additional/longer term work is put in place to support students involved using the College's Re: mind programme.

11. Use of Staff Images/Information

The creation, sharing or publication of online content that targets, impersonates, ridicules, harasses or causes distress to members of staff will be treated as a serious breach of the school behaviour policy. This includes the unauthorised use of staff photographs, videos, names or personal information on social media platforms including TikTok, Instagram, Snapchat and similar services. Such behaviour may result in suspension, referral to external agencies and, where appropriate, police involvement.

12. Suspensions and removal from lessons

Removal from Lessons

Removal from lessons is used as a break for staff and students to reset relationships. Students are housed in the Referral room, or other appropriate area. Students are directed to access pre-arranged work to complete and will be returned to lessons as soon as possible.

Removal from lesson is used to allow staff and students a 'cooling down' period or to allow an incident to be investigated and to enable students to have time to reflect. The incident is recorded and reported to parents but is not passed on as part of a student's record. Following a referral there is no need for a reintegration or readmission meeting, although a restorative meeting or reflective conversation may be required.

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).

On very rare occasions it may be necessary to move to a Permanent Exclusion following a suspension if, during an investigation, new evidence has come to light about the severity of the incident. Parents will always be made aware from the outset of the suspension if this might be a possibility.

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 SEND
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

Direction Off Site With Intent to Managed Move (DOWIMM) Protocol

A managed move instead of a permanent exclusion may be suitable for some students, especially for students for whom a 'fresh start' might enable them to achieve. IVC follows the local authority protocol for managed moves.

Further information and local authority contacts can be found here:
https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/education-your-rights-and-responsibilities/behaviour-and-Suspensions

Governors' Discipline Committee

The Discipline Committee 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 Discipline Committee 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.

- 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

Appendix

1. **Using Edulink to log a recognition, set a Consequence, refer a student or call for support**

In the EduLink app:
Recognition: click behaviour/select child's name/achievement type. For more than one child, select their names form your register and achievement from the menu at the top.
Consequence or Referral: click links/referral form. Complete the short form and select the consequence/referral type.
Call out for support: click callout/new and ensure you write the room name or number that you are in.

2. **Two- minute interventions**: this is a short conversation with a student who is not following instructions/meeting expectations. The student will already have been refocussed 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)

3. **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'

4. **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…"

5. **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 SLT 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?

6. College uniform

Blue IVC sweatshirt
Blue IVC polo shirt
Grey or black tailored shorts, skirt or trousers
In addition, Summer term -October half term only: IVC PE shorts or skort.

Jewellery may consist of:
Earrings (not hooped)
Necklaces (not visible)

Jewellery may not include:
Nose piercings, bracelets, finger rings

Discreet nails (of a safe length) and discreet makeup are permitted

7. **Re: mind**

This is a programme of education, specific to the student, to help them to correct prejudice-related language or behaviours. It can consist of work packs to support independent learning, a one off or series of discussions with College staff or external professionals.

8. **Consequences**

Consequences facilitate the engagement of the class teacher in enabling student reflection and making up for lost learning time. They have replaced detentions (which are a solely punitive action).
A teacher can choose between three consequences as appropriate. One consequence prioritises the student catching up on missed learning time, the other ensures the student engages in useful community action. The third is faculty driven and is time for students to complete homework.
The language choice of 'consequence' is important to help to establish a connection for children between their action and its result. Both C1 and C2 consequences run during both lunchtimes and are staffed by SLT/HoH. C3 is faculty based.
Note: immediate referral out of a lesson/out of social time can still be used in conjunction with a consequence being set

Consequence one (C1): learning catch-up

Venue: servery mezzanine

- For: inappropriate behaviour in a lesson. Any inappropriate behaviour in a lesson results in loss of learning for the individual or for others. This may include behaviours such as: a lack of engagement; 'silly' behaviour; distracting other students; misuse of chrome books; discriminatory language, persistent lateness.
- How: class teacher sets the consequence if reminders and two-minute interventions have failed to amend the behaviour. Consequence is communicated in private to the child. Consequence is logged by the teacher on the Consequence form linked on Edulink
- When: consequence one happens every lunchtime for both KS3 and 4. **The consequence must be set for the student at a time when the teacher themselves can attend to have the reflective conversation and bring the work to be caught up.** This should take not more than 5-10 minutes. The class teacher can choose which day of the week the consequence takes place on, but this should be as soon as possible following the incident. 5 minutes per day is costed into the directed time budget for this.

Consequence two (C2): community action

Meeting point: servery

- For: inappropriate behaviour outside of a lesson. This behaviour indicates a lack of care for the community as a whole and therefore the consequence is to give back to the community through useful action. Behaviour can include unsafe actions, use of discriminatory language, not following instructions, littering, etc.

- How: teachers/duty staff set consequence if reminders and two-minute intervention have failed to amend the behaviour. Consequence is communicated in private to the child. Consequence is logged by the teacher on the Consequence form linked on Edulink
- When: every lunchtime
- What: students engage in litter picking/tidying/lost property sorting etc. whilst engaging in discussion about what community means and its importance.

9. **Ready, Respectful and Safe**

Ready: Inquirer, knowledgeable, thinker, risk-taker

I can…

I can be on time and prepared for my lessons,
I can ask for and accept help when I need it
I can join whole class discussions and engage in group work
I can ask and answer relevant questions in front of my peers
I can listen to the teacher when they are teaching

Remember!

I will take off my coat, make sure I am not chewing and get into the lesson starter quickly
I will make sure I am not wearing head/earphones
My chrome book will be fully charged each morning
I will not eat or drink anything except water during my lessons
I will sit where my teacher asks me to
I will attend College every day
I will be on time for all my lessons

Respectful: communicator, principled, open minded

I can…

I can consider the impact of my words and actions on others
I can have positive interactions with other students and teachers
I can listen to directions and respect the perspectives of others
I can complete tasks to the best of my ability
I can try new things

Remember!

I will not use swear words, aggressive or discriminatory language in lessons or when walking around the site
I will not use my phone in lessons or at break or lunch
I will wear the correct uniform: IVC sweatshirt, IVC polo shirt, Grey or black tailored shorts, skirt or trousers, IVC PE shorts or skort. Earrings (not hooped) Necklaces (not visible) makeup/nails: discreet & simple, no nose piercings, bracelets, finger rings

Safe: caring, balanced, reflective

I can…

I can use strategies to prevent and eliminate unkindness
I can take responsibility for my actions
I can learn how to change my behaviour when I need to
I can practise and encourage cooperative behaviours
I can understand how to gain balance in my life

Remember!

I will eat the food I buy in the canteen/servery, sitting down and talking with my friends
I will not push, pull or take actions that may hurt others
On site, I will stay in areas I am allowed to be in
When my behaviour does not meet the expectations of the College, I will engage positively with strategies to help me develop