



# **Regents Park Community College**

## **Behaviour Principles & Code of Conduct Policy**

**Policy updated: July 2023**

**Policy ratified at Governors Meeting: July 2023**

**Policy signed by: Chair of Governors**

**Policy to be reviewed: July 2024**

**Statutory**

## Introduction

Regents Park Community College is committed to providing an environment where all people can feel safe, happy, accepted and integrated.

- *Proud to be RPCC*
- *Proud of the past, building for the future*
- *Proud of exceptional progress, exceptional people*

The school's behaviour principles are outlined in the Code of Conduct. The aim of the school's Code of Conduct is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

### Statement

At Regents Park Community College we believe that students should understand the basic principle of how to behave whilst in school and outside. We believe that positive behaviour and relationships enable students to learn effectively; and that positive behaviour creates a safe, secure and supportive environment for students to develop. It is essential that all staff at Regents Park Community College are aware of the Behaviour Management Policy and use it in a consistent manner within their practice. The school has the statutory right to discipline any unacceptable behaviour by students; it will lead to consequences and appropriate sanctions.

### Regents Park Community College endeavours to value everybody through:

1. Supporting students to develop the Green and Proud status of being at RPCC:
  - Respect
  - Pride
  - Creativity
  - Challenge
2. The creation of a positive atmosphere generated by shared aims and values; and a physical environment that is attractive and stimulating
3. The governors, staff, students and parents supported in knowing what the expectations are and how they can be met
4. Positive re-enforcement and the use of reflective practice and application of Restorative practice
5. Positive behaviour praised with a positive, inclusive rewards policy
6. The separation of the behaviour from the child as an individual
7. Behaviour that promotes courtesy, cooperation and consideration from all students in terms of relationships with other students, teachers and other school staff visitors or other persons within/outside the school premises
8. Encouraging good behaviour and respect for others and prevent all forms of bullying
9. Promotion of self-discipline and proper regard for authority among students
10. High and consistent expectations being applied that allow for an environment that facilitates teachers being able to teach and learners being able to learn
11. The establishment of a shared responsibility and regular effective communication between all stakeholders

12. Overcoming any barriers to learning; e.g. by working with parents and all relevant external agencies when necessary
13. Planned involvement of parents
14. Encouraging respect for other people, their feelings, opinions, cultures, limitations and the right to their individuality
15. Encouraging respect for themselves through pride in their own achievement and that of others within the school, high standards of uniform and behaviour and the desire to produce their best work at all time
16. Encouraging respect for the environment through valuing their own, the school and other people's property, the community and environment in which we live

## **Code of Conduct**

1. We respect each other. We do not bully, verbally or physically, nor discriminate against others.
2. We work in a positive way in lessons.
3. We are organised and work either silently or actively for the benefit of ourselves and others
4. We behave in a safe and sensible manner around school.
5. We are on time for school and for our lessons.
6. We respect and care for the property of the others and for the school environment.
7. We should wear our school uniform correctly.
8. We follow the lunch and break time rules.
9. We understand and follow the entrance rules.
10. We are aware of the Out of Bounds area and follow the rules.
11. We follow the premises and corridor rules
12. We understand that smoking, vaping and the possession of illegal substances is forbidden on the premises and on the way to and from school.
13. We understand that bringing weapons on the premises will result in a suspension – potentially a permanent exclusion

**We understand that if we are aware of a breach of the school's Code of Conduct we are to inform a member of staff promptly.**

**We understand that the Code of Conduct applies when participating in Educational Visits, Off-site Activities and on our way to and from school.**

**We respect each other. We do not bully, verbally or physically, nor discriminate against others.**

- We speak to others politely, and behave thoughtfully, always considering the feelings of those around us.
- We value everybody and listen sympathetically to the views of others.
- We give other people space in times of conflict

This means that we do not use swearing, aggressive, threatening or discriminatory offensive language. We do not tell lies or call other people names or spread rumours about people. If we behave in this way or we are violent towards others then this behaviour would break the school Code of Conduct.

**We work in a positive way in lessons**

- We concentrate in lessons and listen to instructions, so that we can make the most of our learning time.
- We set ourselves high expectations and high standards.
- We know how to ask for help when necessary, but have the resilience to try.
- We understand that if, given permission to leave the classroom during lesson time we must take a lesson pass with us.

This means that we never refuse to work as hard as we can and that we show a positive attitude towards work and we do not disrupt the learning of others. Any such uncooperative or disruptive behaviour in class, will break the school Code of Conduct.

**We are organised and work as directed for the benefit of ourselves and others**

- We are well prepared at the start of every lesson for learning, and that we have all the necessary equipment with us.
- We settle to work without delay, either alone or working sensibly and co-operatively in a group.
- We allow others to work without disturbance

This means that we follow directly the request of the person leading the lesson, we follow the correct procedure when asking a question and we do not distract others from the task in hand.

**We behave in a safe and sensible manner around school**

- We show consideration for the safety of others. As we move around the school we walk on the left and follow the one way system.
- We wait quietly to begin a lesson, and leave calmly and sensibly at the end of the lesson, when dismissed.
- We take great care of others and consider the impact our behaviour has on those around us.
- We understand that dangerous items including knives are not to be carried to and from school nor brought onto the school premises.

This means that we will not tolerate behaviour which endangers others such as violence, play-fighting, water fights or throwing objects and possessing knives or other dangerous or illegal items. In addition, those supporting or complicit in having knowledge of other students who demonstrate this behaviour or possess these items would break the school Code of Conduct. The school reserves the right to involve the police if any dangerous or illegal items are brought to, or used, in school or on the way to and from school. This behaviour will result in an suspension – potentially a permanent exclusion.

**We are on time for school and for our lessons**

- We leave plenty of time for the journey to school each morning.
  - We wait quietly outside the classroom on time.
  - We leave the playground, library, year rooms, dining hall etc. promptly after break and lunchtime.
  - We understand that any student arriving after registration must immediately attend and get registered in lesson 1 and after 8.30am they must sign in with the main School Reception.
- This means that not being organised and leaving home late, arriving to school after 8.30am or 12.55pm, or not responding to the school bell at the end of break and being late to lessons would break the school Code of Conduct.

**We respect and care for the property of others and for the school environment.**

- We take great care of our belongings and of property belonging to others. We hand in lost items immediately.
- We do not bring unnecessary personal devices or valuable items to school. We switch off our mobile phones and put them away in our bags.
- We respect our environment by putting litter in the bins provided.
- We keep the school building premises neat and tidy by only eating and drinking in the designated areas.
- We use the toilets appropriately, taking into consideration health and hygiene matters, and leave them as we would like to find them

Behaviour such as vandalism, throwing litter, damaging the work of others, chewing gum, dropping food, or defacing the school with graffiti, all show a lack of respect for the school environment and are therefore breaking the school Code of Conduct.

**We should wear our school uniform correctly**

- We arrive at school in the correct Regents Park uniform.
- We must wear blazers but not coats when moving around the school unless permission for summer weather uniform rules has been given.
- We understand that inappropriate behaviour whilst wearing the school uniform at anytime will result in a disciplinary procedure
- We understand the need to present ourselves smartly in school. Extreme hair styles and colourings, body piercing and body art that is not based on religious or cultural grounds are not permitted in school.

This means that behaviour such as wearing inappropriate jewellery, trainers or not adhering to the uniform code is breaking the school Code of Conduct.

**We follow the lunch and break time rules**

- We may not leave the school premises at any time during the morning or afternoon sessions. Only students who have appropriate permission may leave the premises at lunchtime to go home.
- We must report any illness to the Student Reception before permission can be given to go home. Students should not directly inform their home.
- We must obey all instructions of the Lunchtime Supervisors or staff on duty.
- We should queue for lunch in single file and obey rules on priority years.
- We should stay in our designated year group area during break and lunch
- Hot food purchased in the dining hall must be eaten there. No ice cream/lollies may be brought into the school building. No food other than packed lunches or items purchased from the school caterers may be eaten on the premises. Chewing gum is not allowed at any time of day.

This means that failure to comply with the above rules will break the school Code of Conduct.

**We understand and follow the entrance rules.**

- We use the Student Entrances and not the main foyer entrance unless directed to do so.
- We understand that the student entrance through the dining hall is not to be used at any time during the school day as an exit.
- We understand that climbing school fences or gates to enter or exit school is both unsafe and unacceptable.

This means that not complying with these rules will break the school Code of Conduct.

**We are aware of the Out of Bounds areas and follow the rules.**

- We understand the Cedar Lodge Park (Oakley Road) is OUT OF BOUNDS to all students at all times with the exception of using the path to cross it to and from school.
  - We understand that due to its dangerous position the bus stop in Romsey Road opposite the end of King Edward Avenue must not be used to catch a bus.
  - *We understand that the cut through alley from Romsey Road is Out of Bounds*
- This means not complying with these rules will break the school Code of Conduct.

**We follow the corridor and playground rules.**

- We do not run in corridors
- We follow the one way system
- We do not crowd in large groups anywhere.
- We move around the school quietly and in an orderly manner keeping to the left on stairs and corridors.
- To stay in their allocated year group area

This means that not complying with the above rules will break the school Code of Conduct.

**We understand that Smoking and the use or possession of illegal substances is forbidden on the premises and on the way to and from school.**

- We understand smoking or the possession of cigarettes/e-cigarettes/vapes is a serious offence.
- Cigarettes, lighters, matches, must not be brought into school.
- We understand that illegal substances must not be brought into school.
- We understand that alcohol and hazardous substances that may cause harm must not be brought into school.

This means being caught smoking or being with other students who are smoking, having lighters, matches and illegal or hazardous substances will break the school Code of Conduct and may lead to the school's most serious sanction being implemented. The school reserves the right to involve the police in any situation involving illegal or hazardous substances in school or on the way to and from school.

**Early Intervention**

At Regents Park Community College we promote a positive behaviour ethos with early intervention forming the basis for effective relationships on which effective behaviour management is based. Acceptable behaviour such as respect and courtesy towards one another and a positive work ethic is celebrated using the Achievement Ladder.

Unacceptable behaviour including name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, harassment and bullying, including prejudice related bullying and cyber bullying is sanctioned in line with the Consequence Ladder and suspension/ exclusion procedures.

At Regents Park we acknowledge that sanctions are only effective if used proportionately, appropriately and consistently. Where generous approval is normally given, the withdrawal of approval/reward is a highly effective sanction for most students. At Regents Park we recognise that confrontation is not an effective way to solve a problem. When a problem occurs we believe in using restorative practice to rebuild and repair relationships following incidents.

At Regents Park the governing body are aware and support staff in their statutory authority to discipline students for misbehaviour which occurs in school and outside of school, as outlined in the statutory powers given to staff.

Regents Park Community College is conscious of students' mental health and wellbeing and are mindful that some sanctions could impact on this. Therefore, this is why restorative practice has been put in place at key stages of the process to support students in highlighting and discussing this in order to support with emotional wellbeing.

**The following policies and guidance are integral to the school's Behaviour Principles:**

**Anti-Bullying** [please also refer to the full Anti-bullying Policy]

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied or harassed. Bullying / harassment is anti-social behaviour and affects everyone: it is unacceptable and will not be tolerated. At Regents Park we believe that only when all issues of bullying / harassment are addressed will students be able to fully benefit from the opportunities available within the school.

Bullying is defined as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. All staff and students must use effective actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice based bullying / harassment related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

**Attendance/Punctuality** [please also refer to the full Attendance Policy]

At Regents Park we seek to encourage all students to attend regularly so that they will be able to take full advantage of the educational opportunities available.

It is essential that:

- Students are registered accurately and efficiently in registration within 10 minutes of each period
- Attendance targets are set for individual students
- Work is planned to support students returning from an absence
- Punctuality is expected for all lessons and lateness is followed up by the classroom teacher [lessons] / Tutor [tutor time]

**Safeguarding** [please refer to the full Child Protection Policy]

All members of staff must consider whether the behaviour of student under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. A young person's safety and welfare are paramount when considering whether the Code of Conduct has been breached and the most appropriate course of action to be followed, including sanctions.

**Special Educational Needs** [please refer to the full Inclusion & SEN Policy]

Sanctions put in place for disabled students and those with special educational needs must not be in breach of any other legislation [i.e. in respect of the Equalities Act in relation to a student's disability, race, gender and other equalities and human rights including an unmet special educational need]. In all the circumstances sanctions must be reasonable. All procedures and practices must review whether continuing disruptive behaviour is a result of unmet educational or other need.

**Reasonable Force / Physical Restraint** [please refer to the full Physical Intervention Policy]

together with the Child Protection Policy]

The first priority is for staff to not place other children and themselves in a vulnerable position with a child. All members of staff have the power to use reasonable force. However, this must be used only as the last resort. Reasonable force must be proportionate to the outcome it is intended to prevent. For it to be used appropriately, it must be necessary to prevent a student from doing, or continuing to do, any of the following:

- placing a student or member of staff at risk of serious physical harm
- committing a criminal offence
- causing significant damage to property which could place staff or students at risk of serious physical harm
- causing disorder which could result in serious harm to the safety of students or staff

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If you physically intervene you must ensure that you complete a written statement of the physical by the end of the same school day as the incident. This must be passed to the Headteacher, or member of the Leadership team assigned to deal with the incident. Contact with the parent will then be arranged by the member of the Leadership team allocated to the incident

Only authorised members of staff may use physical restraint. If you physically restrain a student you must complete a Physical Restraint record form immediately after the incident and pass the completed form to the Headteacher, or member of the Leadership team assigned to deal with the incident. Contact with the student's parent will be arranged by the member of the Leadership Team allocated to the incident

All members of staff are aware that it is unlawful to use force as a punishment.

### **Power to search students and confiscate items**

The general statutory power to discipline enables a member of staff to confiscate, or retain, a student's property. All confiscated items must be placed in a clearly labelled envelope that includes the student's name, year, tutor group, date of confiscation, member of staff and instructions for collection. The envelope containing the confiscated item must be passed to a member of staff at the school's reception desk and logged. All confiscated items must be logged in the record book and stored in secure area.

In addition to the general power to use reasonable force the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items such as: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other item that has been, or is likely to be, used to commit an offence.

Legislation linked to:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011



Other references:

- Department for Education 2012 – Use of reasonable force. Advice for Headteachers, staff and governing bodies
- Department for Education 2012 – Behaviours and discipline in schools. A guide for Headteachers and school staff
- Ofsted - School Inspection Handbook – September 2016