



Date of Policy	September 2023
Next Review Date	September 2024
Key Staff	



## Introduction

High standards of motivation and behaviour are central to the colleges' primary objective in aiming for excellence in all aspects of school life. The aim of the policy is to ensure that all students, as well as staff and parents / carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie.

The Student Behaviour Policy recognises that students' behaviour is influenced both by rewards and sanctions. The system underpinning this policy will be firmly, fairly and consistently applied.

## Purpose

This policy aims to:

- foster the ideals of hard work and individual standards of excellence;
- promote self-discipline, respect for self and others, and a sense of responsibility towards the School and the Community at lar7 0.333 rg0.3Commdiscipline, r

- behave in a manner which ensures the safety and welfare of all members of the School community;
- respect the School buildings, equipment and grounds.

High standards of behaviour and excellence will be recognised directly by all members of School Staff. Breaches of the Student Behaviour Policy will be dealt with by the School, 5 Stage disciplinary process detailed in the Appendix 1..Corporal punishment is prohibited at CATS Cambridge and CSVPA. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the School premises. The prohibition applies to all staff and volunteers.

## Rewards

Rewards can be far more effective than sanctions in creating a happy and successful School.

The School will promote positive behaviour by means of frequent and recurring reinforcement of such positive behaviour. Students who distinguish themselves through their approach to work; conduct in or out of class; contribution to the life of the School or wider community; exceptional progress or development; sporting, musical, artistic or other achievement; showing initiative or taking responsibility, can expect to be praised and their accomplishments recognised by relevant members of staff.

Such acknowledgement might be in the form of verbal feedback; written comment; academic reports; praise notes; merit points; or other system implemented in each of the schools; and may take place during a school assemblies, ceremonies and other public function. All members of staff will be encouraged to identify and bring to the attention of others in the School any instance of praiseworthy effort.

It is the ethos of the School to do its utmost to develop each student's sense of self-worth and a desire to contribute positively.

In order to achieve consistency in applying the Behaviour Policy all staff will;

## Exclusions

Students may be placed directly at any stage on the Discipline Ladder according to the severity of misconduct.. When a student is placed on Stage 5 they will be permanently excluded. Permanent exclusion is a sanction to be used sparingly. Report cards, detentions, student behaviour contracts and meetings with senior staff are all strategies which may be used to effect change with student behaviour before this point is reached.

Permanent exclusion may be applied when:

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The Chair of Governors will ensure that the exclusion is considered either by himself where possible, or by a senior member of staff who was not directly involved with the decision to exclude. The Chair of Governors, or his delegated representative, will review the evidence and process followed and come to a decision either upholding or repealing the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within 10 working days. The Chair of Governors' decision is final, and the Schools's Complaints Policy cannot be applied.

In a case where the permanent exclusion is repealed, the Principal/Rector must convene a meeting with relevant senior staff to discuss and confirm the plan for reintegrating the student.

Students on a Student Visa/Child Student Visa will not have their sponsorship withdrawn until five working days have elapsed.

After five working days, and before ten working days as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

In the event of an appeal within 5 working days, sponsorship will not be withdrawn until



## Appendix 1: A Guide to the Disciplinary Process

The disciplinary process is used for attendance and behaviour and as such the stages need to be in succession unless the behaviour is serious enough to warrant moving to a higher stage. The examples provided below should act as a guide, however how the sanctions applied in practice may differ depending on the specific circumstances surrounding an incident.

It is essential students are counselled about their behaviour and its consequences at each stage of this process. This is to ensure that they realise why those behaviours are resulting in the consequences, and so that they can understand how to avoid the same situation happening again. Consequences must never be put in place without a communication with the student first.

Students can appeal at any stage to have decisions reviewed by the member of staff responsible for the next stage up. Students can appeal a decision from the Principal to the Managing Director of CATS Schools. However, students may not use the Complaints Policy to appeal decisions relating to discipline, this explicitly includes the fact that exclusions cannot be appealed via the complaints process.

Any warnings issued will be recorded in the Student discipline notes tab of Shackleton. 5W\* n360.7332y0

As a rule, students should be placed on a stage for 2 weeks with the sanctions applying for the first week. Review dates must be observed, and the stage may be extended, and sanctions re-0 1 82.824 403.15 Tm0.337 0.337 0.333 rg0.337 0.337 0.333 RG[sanct)(6)4(on)53.8y w\*nl



## CATS DISCIPLINE LADDER

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Attendance	Breach	Stage	Consequence
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Attendance	Breach	Stage	Consequence
Drops below 95%	Persistent lateness (after detentions imposed) / Missed Supervised Study / persistent breach of school rules	1	

Drops below 90%

Attendance	Breach	Stage	Consequence
Drops below 80%	Further persistent breaches of School rules or a serious breach of School rules.	4	Severe sanctions, including possible suspension. Student signs behavioural contract to agree the changes in behaviour required to remain at the school.
Breach of contract	Breach of contract	5	Contracts to be reviewed weekly between P and HD. If contracted is breached: Expulsion



Attendance	Breach of School Rules	Stage	Sanction	Responsible for Action
Repeatedly, below 95%	Repeated missed classes / further persistent lateness / persistent breach of School rules	1	Stage 1 warning: letter sent home	<p>The Dean will receive weekly attendance reports from the Attendance Officer.</p> <p>The Dean will send a letter of concern to any students with current Stage 0, whose attendance has continued to drop since the Stage 0 warning. Stage 1 discipline level will be issued and note on Shackleton made for the same. Pastoral support offered.</p>

Attendance	Breach of School Rules	Stage	Sanction	Responsible for Action
Drops to 85% or below	Continued persistent absences / lateness / persistent breach of School rules	3	Meeting with Pathway Leader	The Dean will receive weekly attendance reports from the Attendance Officer, and forward a list of Stage 3 levels to relevant Pathway Leaders

## BOARDING HOUSE CONSEQUENCES

We treat our students as individuals and as members of a community, therefore all instances of indiscipline will be treated on a case-by-case basis. Our first response is to investigate why breaches occur and through understanding and communication, mitigate future instances. In circumstances where assistance and monitoring has failed, we must resort to implementing sanctions and stages. If a member of staff is going to put one of these consequences in place, they must talk to you first to explain what is happening and why.

If you do not follow the consequences given to you then more severe consequences and higher discipline stages will follow.



Breach	Stage	Consequence
Failure to attend KS4 registration (Cats Only)		

Breach	Stage	Consequence
<ul style="list-style-type: none"> <li>• on stage 2 (following discussion with HD) Excessive drinking over 18 (amber reading) Consumption/ possession of alcohol in U18 residences.</li> <li>• Inappropriate activation of fire alarm (£200 fine)</li> <li>• Unauthorised entry to restricted accommodation U18 students accessing O18 residences.</li> </ul>		
<ul style="list-style-type: none"> <li>• In U18 boarding accommodation, sleeping in another student's room. (potentially a Stage 4 referred for expulsion, context to be assessed by the with DSL)</li> <li>• Sleeping or an extended visit to a bedroom on a different bedroom corridor (following discussion with DSL)</li> <li>• Unauthorised access to restricted areas of the College or Boarding house</li> <li>• Smoking or vaping anywhere on campus – stage 4 and immediate referral for stage 5.</li> <li>• Possession or use of illicit drugs whilst in the UK</li> <li>• 18+ students found purchasing (supplying) 18+ items to U18's, will be immediately referred for consideration of stage 5.</li> <li>• Tampering with fire safety detection equipment (setting off alarms, including covering smoke detectors,</li> </ul>	4	Severe sanctions including possible suspension, removal from residence. Student signs contract with threat of expulsion.

Breach	Stage	Consequence
expelling fire extinguishers) will be immediately referred for consideration of stage5.		

Notes:

- The breaches are a guide only and not meant to be a fully comprehensive list.
- For circumstances outside of those listed; School staff reserve the right to escalate to immediate suspension or exclusion depending on the nature of the offence.
- Weekend gating: Permission privileges revoked, no exeats
- Full School gating: As weekend gating, signing in every hour during evenings, from 19:00 and including a community service element
- Round Table Discussions: At any point, a round table discussion may be convened by the Personal Tutor or House Director when a student finds it difficult to resolve disciplinary, academic or behaviour issues or if the same issues occur across more than one area e.g. between departments or in lessons as well as accommodation.
  - The student's Personal Tutor or House Director will act as the case lead to:
  - arrange a meeting with all staff involved
  - invite a member of the Welfare Team to attend if there is a known welfare issue collect and present all the necessary information at the meeting