

<b>Policy</b>	<b>Culture and Ethos<sup>1</sup></b>		
<b>Reviewer</b>	Mr Anthony Griffin, Assistant Head Pastoral		
<b>Reviewed</b>	October 2021	<b>Next review</b>	Autumn Term 2022

**Relevant SoJ Education documentation:** [Improving Behaviour and Reducing Exclusions](#)

**Victoria College is committed to the importance of safeguarding children as outlined by Children, Young People, Education and Skills (CYPES):**

“CYPES is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment”

Please note that CYPES policies related to behaviour are regularly updated and the latest versions can be located on [www.gov.je](http://www.gov.je)

**NB**

In other schools, this policy would be called a behaviour policy. At Victoria College, we believe that behaviour is conditioned by the culture and ethos of the College. Rewarding positives and sanctioning challenges is part of embedding our culture of kindness and respect for all. This policy outlines the ways in which we reward students, and gives information about the processes we follow to support students when they make mistakes.

*Pupils at Victoria College will:*

- Follow staff instructions first time every time;
- Uphold the joint charter with JCG;
- Treat all others with respect.

*Teachers at Victoria College will:*

- Give all pupils the best possible education;
- Treat pupils with respect;
- Follow the behaviour policy.

*Tutors at Victoria College will:*

- Monitor pupils' welfare and provide support;
- Alert Housemasters or Academic Heads of Year if something seems wrong;

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<sup>1</sup> See Articles 28 and 29 of the UN Convention on the Rights of the Child, which this document supports. [Convention on the Rights of the Child text | UNICEF](#)

- Be an advocate for tutees;
- On a weekly basis, share reward points information and behaviour point information with tutees.

### Rewards

Staff at the College should look to identify and celebrate examples of success, using the Reward Point on SIMS for lesson-based successes.

Tutors receive training on setting up their SIMS home page to show reward point information, which should be shared with the boys regularly.

In addition to lesson reward points, there will continue to be *Student of the Week* awards for each year in each subject, co-ordinated by Richard Picot (RJP).

End of year prizes are awarded for a wide range of achievements, including sporting, academic and charitable work. Prize Giving is our formal event where the most prestigious awards, including the Queen's Medals are given.

In addition:

- There will be regular *Points Races*, which will take place each half term. The boys in each year who accumulate the most points in the Race Week will receive rewards.
- Threshold rewards will now operate as below.
- Reward points data will be shared with staff each month.
- Regular raffles for vouchers will continue.
- Each term, there will be a rewards trip for those who have achieved significant success in the term.

#### Thresholds for Rewards

Number of reward points	Action
10 in a week	Tutor phones home
30 total	Certificate posted home
50 total	Letter sent home by RJP
75 total	Letter sent home by Assistant Head Pastoral (AHP) or Assistant Head Academic (AHA)
100 total	Letter sent home by Headteacher

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## **Behaviour**

All behavioural offences will be sanctioned with a tariffed behaviour point, to be logged on SIMS, with brief details if appropriate.

Level 1 sanctions are the responsibility of the **classroom teacher/duty staff** to log and manage in the first instance.

Repeated Level 1 issues will either be *regular* (recurring, but not consistent), in which case the teacher should refer the matter to the **HoD (Head of Department)**, or *persistent* (most if not all lessons), in which case the **Academic Head of Year (AHOY)** or **Housemaster (HM)** will deal with the pupil.

**Tutors** should monitor behaviour points and discuss the matter with tutees, helping them devise strategies to prevent sanctions.

Level 2 offences are managed by **HMs** and/or **AHOYs**. These are significant challenges to the culture of the school and parents will be informed of the sanction.

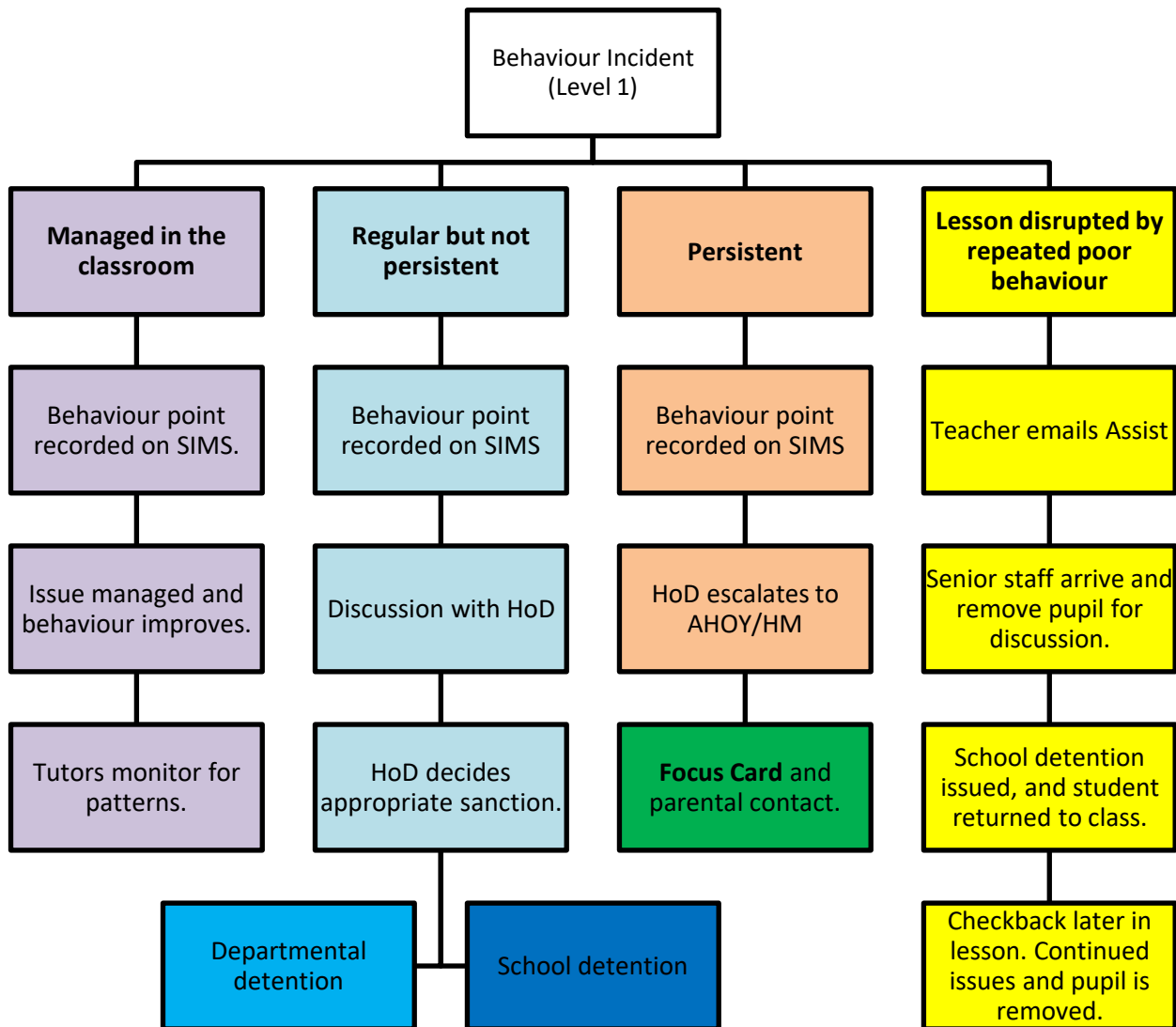
Level 3 offences are managed by the **Senior Teacher Culture and Ethos (STC&E)**, and the **AHP**. These are major and significant challenges to the culture of the school, and will result in a parental meeting and Book or a period of internal isolation.

## **Multiple sanctions**

If a student receives two school detentions in one day, they will be transferred to a Friday School detention.

If a student receives multiple sanctions in a week, the Pastoral Team will advise the Senior Teacher Culture & Ethos so that an appropriate intervention can take place. This might include internal isolation for a period of time.

**Flowchart of Behaviour Management for Classroom Teachers**



For more detail on the Assist process, see the separate Assist documentation.

### Behaviour Outline

#### **Level 1 – Behaviour Point recorded on SIMS, and managed by classroom teacher.**

Behaviour	Tutors report patterns to:
Equipment	AHOY
Homework	AHOY
Poor effort	AHOY
Low level disruption	AHOY
Uniform issues	HM
Disrespectful to peers	HM
Immature behaviour	AHOY
Misuse of ICT/phone (see separate phone policy)	HM
Lateness	AHOY
Chewing gum	HM

Classroom teachers log behaviour points on SIMS, and tutors maintain oversight of behaviour across subjects, reporting to either HM or AHOY as appropriate.

Regular but not persistent Level 1 issues should be reported to HoD for discussion and sanction.

#### **Level 2 – Behaviour point recorded on SIMS, phone call to parents by Housemaster or AHOY, and a Friday 60 detention issued.**

Behaviour	Managed by:
Defiance/refusing to follow instructions	AHOY
Damaging property	HM
Dangerous behaviour	HM
Swearing in class (not directed)	AHOY

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**Level 3 – Behaviour point recorded on SIMS, parental meeting with ST Culture & Ethos or Assistant Head Pastoral, and Saturday Book or internal isolation.**

Behaviour	Managed by:
Repeated failure to follow rules	ST C/E
Swearing (directed)	ST C/E
Serious disrespect towards adults	ST C/E
Homophobic/sexist/racist language	AHP
Physicality towards another pupil	AHP
Bullying	AHP
Offensive comment towards a teacher	AHP
Vaping/smoking or possession of materials	AHP/Headteacher

Any Level 3 incident that occurs in the classroom will result in the immediate withdrawal of the pupil, who will remain in isolation until parents have been contacted. The Assistant Head Pastoral will agree the sanction, in consultation with the Senior Teacher Culture & Ethos, Deputy Head and Headteacher.

**Assist Strategy**

Staff and students have been clear that they find regular low-level disruption deeply frustrating and want the College to work on this. The assist strategy sits between the classroom teacher managing the situation and the withdrawal of the student from learning.

**As a teacher**

Teachers will aim to deal with disruption in the classroom in the first instance. If the student continues to cause concern, either through an accumulation of low-level challenges or through a more serious single incident, the teacher should email [assist@vcj.sch.je](mailto:assist@vcj.sch.je) with the student name and room in the subject line. If appropriate, more information can be included in the body of the email.

**The Assist Team**

Each period has a timetabled member of staff responsible for responding to Assist emails.

- When an email arrives duty staff will respond immediately. It is the highest priority to get to the lesson and support the teacher.
- On arrival, staff will speak briefly with the teacher to clarify what the student has done to warrant the assist email being sent.

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- The student will be asked to step outside the classroom and away from the door/windows. De-escalation strategies will be used if necessary, such as speaking in a lower and slower voice, and allowing the student to present their version of events.
- The student will be helped to understand that their behaviour has negatively affected the teacher and the class. Students will be reminded of the College values, in particular Respect.
- The student will receive a detention slip (kept in the Student Support Office), after filling in the details.
- The student returns to the classroom, after having it made it clear that further disruption will lead to an escalation in the sanction. Most of the time, students will settle to the lesson.

### *Two Assists in a lesson*

If a student receives a second assist email in a single lesson, the duty staff should remove the student to Eden until the end of the lesson. If necessary, a secondary location for a withdrawn student is the Library.

### Housemaster/Academic Head of Year Actions

At the end of each day, review the Assist emails that have come in.

- Housemasters: identify House students and record in your own way.
- AHOYs: for assists in their Year group, record periods and subjects, identify patterns and monitor for interventions.
- ST Behaviour and Ethos: Monitor and agree interventions; place students on focus cards; contact home for repeat offenders.
- AHP: Produce detention list each day, recording on SIMS, and share with duty staff; keep records for Governors.

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### **Behaviour Tariff**

<u><b>Behaviour</b></u>	<u><b>Sanction</b></u>
<p><b><u>Late to lesson:</u></b></p> <p>Once:</p> <p>Persistent:</p>	<p>Warning (minutes late recorded on SIMS)</p> <p>Behaviour Point (persistent lateness).</p>
<p><b><u>Uniform:</u></b></p> <p>Once:</p> <p>Persistent (x3 = school detention):</p>	<p>Warning</p> <p>Behaviour Point (uniform)</p>
<p><b><u>Eating/chewing gum</u></b></p> <p>Once:</p> <p>Persistent (x3 = school detention):</p>	<p>Warning</p> <p>Behaviour Point (Inappropriate Behaviour).</p>
<p><b><u>Equipment:</u></b></p> <p>First time:</p> <p>Second time:</p> <p>Third time:</p>	<p>Warning</p> <p>Departmental Sanction &amp; Behaviour point.</p> <p>School detention and behaviour point.</p>
<p><b><u>No/incomplete Homework:</u></b></p> <p>Once:</p>	<p>Behaviour Point</p>
<p><b><u>Low-level disruption (to include):</u></b></p> <ul style="list-style-type: none"> <li>- Not following the start and end routines</li> <li>- Non-completion of activities set</li> <li>- Talking to another pupil when given a task to complete.</li> <li>- Not following instructions given by teacher.</li> <li>- Distracting other pupils in the class from their work.</li> </ul>	<p>Warning</p> <p><i>If behaviour continues:</i></p> <p>Behaviour Point</p> <p><i>If behaviour continues:</i></p> <p>Assist email</p>
<p><b><u>Significant Disruption to Learning</u></b></p> <p>Repeated disruption to learning after Departmental sanctions:</p>	<p>Housemaster/AHOY informed AND phone home and Friday Detention.</p>
<p><b><u>Behaviour Points per ½ term</u></b></p> <p>5 Behaviour Points:</p> <p>10 Behaviour Points:</p> <p>Continued accumulation:</p>	<p>School Detention</p> <p>Friday Detention</p> <p>Book detention agreed by ST Culture and Ethos and AHP</p>
<p><b><u>Damaging School Equipment</u></b></p> <p>Accidental:</p> <p>Deliberate:</p>	<p>Warning</p> <p>Behaviour Point and Friday Detention/internal isolation</p>
<p><b><u>Dangerous Behaviour:</u></b></p> <p>Minor:</p> <p>Major:</p>	<p>Removal from activity and Behaviour Point.</p> <p>Removal from class and Saturday Book.</p>

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<b><u>Vaping/Smoking:</u></b> Vaping/smoking on school site: Possession of vapes/cigarettes on school site:	Suspension 1-2 days Suspension 1-2 days
<b><u>Failure to follow school rules:</u></b> Not following legitimate instructions of staff in line with the school's culture and ethos policy:	Suspension 1-2 days and/or internal isolation
<b><u>Use of Inappropriate language</u></b> Indirect: Directed at another pupil: Directed at a member of staff:	Friday Detention Saturday Book Suspension 1-2 days
<b><u>Use of discriminatory language:</u></b> Sexist, racist or Homophobic language used in any context:	Immediate withdrawal – Book / Suspension 1-2 days.
<b><u>Serious Misconduct</u></b>	Managed by ST Culture/Ethos and AHP

### **Detentions**

There are three levels of detention. Detentions will take place in Eden, and be conducted in silence. A register will be taken at the start of detention, and the duty staff will read out the Detention Preamble, below.

1. Detention – 30 minutes 15:30-16:00

This runs daily, and will apply for the day after the incident. This will link the sanction to the behaviour more effectively.

2. Friday School detention – 60 minutes 15:30-16:30

This will be taken by the AHP, and include a reflection task.

3. Saturday Book – 120 minutes 09:00-11:00

This will be taken by a member of the school pastoral and academic leadership team. One hour will be a reflection task, and the second hour can be a form of service to the College (cleaning, litter-picking, repairs, tidying etc).

Failure to attend a detention, or failure to complete the detention appropriately will lead to the detention being either repeated or escalated to the next level. **A conflict on a pupil's schedule is not a valid reason for a detention to be missed, though a student can write to the AHP to request a postponement. This will only be granted in exceptional circumstances.**

**Detention Preamble** (to be read at the start of each detention by the duty staff after taking the register)

*You have been placed in detention today as a result of the choices you have made. You may wish to reflect on those choices, and how you could have made different decisions to avoid this outcome. Detention lasts for 30 minutes, and you will complete the detention in silence. At the end of the detention, you will be dismissed in turn, and you must leave in silence. Tomorrow is a fresh start, and you have the power to ensure you do not make the same poor choices.*

#### **Guidelines of Searching Students / Lockers**

- A student should only be searched if there are reasonable grounds that they may be in possession of prohibited items such as a vape pen, cigarettes, drugs etc.

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- During the search there should be no physical contact with the student. Instead the student should be asked to empty his pockets and pass his blazer / jacket to a member of staff to search.
- Such searches of students should be completed by two members of staff one of whom must be a member of the Leadership Group.
- If a school locker is to be searched the permission of the Headteacher, Deputy Head or an Assistant Head needs to be in place and the search must take place with two members of staff and again one of whom should be a member of the Leadership Group.

### **Entry into School Student Toilets**

Staff are permitted to enter student school toilets to ensure safeguarding.

If a member of staff enters toilets the following should be applied:

- Before entering the toilets staff need to knock on the door loudly
- They should then open the door and announce they are entering the toilets
- Staff must be in pairs, one of whom must be a member of the Leadership Group.

### **Behaviour in School Student Toilets**

The use of toilet cubicles for vaping and other banned substance misuse is a concern. There is no valid reason why two or more pupils would need to be in a toilet cubicle together at any time. **Any group of students of two or more that are found to be in the same toilet cubicle will face the punishment of Book Detention.** This policy is in place in to help enforce zero tolerance on behaviours contrary to our College Values.

### **Drugs**

**Prescription medicines should be submitted to the School Office. There are no circumstances** in which medicines should be left in bags, blazers or lockers.

Students should not be given **non-prescribed medicines** to bring into school such as pain killers. The School Office will keep a supply of paracetamol. However, this will only be issued to students if the parents have submitted written permission. Furthermore before the paracetamol is issued to the student the office will contact parents or guardian to confirm they support the administration of the paracetamol to their son which will also allow the office to see if any paracetamol or similar medication had been issued before their son had attended the school on that particular day. The office will keep a record of all such contact and administration of non-prescribed medication.

Further guidance on medicines in school can be located on [www.gov.je](http://www.gov.je) 'Administration of Medicines in Schools: Health and Safety Operational Policy'.

**Please refer to the College's Misuse of Substance Policy for further details**

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## Appendix A

### Home College Agreement (student)

#### I will make every effort to:

1. Attend all registrations and lessons regularly, punctually, properly equipped and in full College uniform with my tie fully fastened and my shirt tucked in
2. Discuss any problems or concerns relevant to College with members of staff
3. Uphold the Joint Charter of Respect
4. Follow the terms of the Acceptable Use of ICT Equipment
5. Ensure my mobile phone is turned off between 0825-1525
6. Complete all homework and assignments set and hand them in by the deadlines
7. Keep my parents informed of all activities such as coursework deadlines, parents' evenings, examination timetables and out of College activities
8. Be a positive and active member of the College and where possible take part in some of the many opportunities made available by the College
9. Keep the College and its grounds clean, tidy and pleasant and I will not deliberately abuse or damage College property

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## Appendix B

### Joint Charter of Respect



## Joint Charter of Respect

*Created by a joint JCG and VCJ student forum: June 2021*

*Due for review by student representatives from both Colleges: May 2022*

Respect is defined as having due regard for the feelings, wishes, or rights of others. At our Colleges, we believe that all students should feel comfortable and safe within our community. We believe that working in partnership with both Colleges, we can be a powerful force for good. In order to achieve this:

- I will use language which is inclusive and respectful of others
- I will not participate in intimidating or non-consensual behaviour
- I will challenge these behaviours or uses of language with constructive intent if I hear or witness them
- I will be receptive to criticism of my behaviour and will be willing to educate myself.
- I will be accepting of all individuals
- I will hold myself to the same standard online as offline
- I will not hesitate to challenge the school leaders, if and when more needs to be done
- I will seek support from other members of the College community if I am not comfortable challenging behaviour and language
- I will offer my support to my peers and encourage them to seek additional help
- I am aware of the zero-tolerance policy within my college, and I understand what this means

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