



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

STUDENT BEHAVIOUR POLICY

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Lead for Review	Vice Principal, Provost, Assistant Principal Pastoral Care

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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 large;
- foster independence of thought and deeds within the boundaries set by the School;
- ensure the health and safety of all members of the School community;
- be sensitive to the needs of differing ethnic and cultural groups;
- encourage students to be ambassadors of the School;
- enhance a student's trust, respect and loyalty to the School.

In order to maintain high standards of behaviour, bullying or harassment will not be tolerated by any member of the School community.

Guidelines

All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people and maintaining personal dignity at all times. All students are therefore expected to:

- attend all lessons and be punctual;
- be fully supportive and make a positive contribution in all lessons;
- abide by all School rules;
- attend regular meetings with their Personal Tutor and other staff members and strive to develop a positive relationship with them;
- work with complete dedication towards the targets set for them;
- positively engage with staff in order to seek support and advice as necessary;
- always show respect and consideration towards all members of the college community;

- 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;

- Actively use existing systems available in School and boarding to promote positive behaviour;
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively, in line with the Colleges Safeguarding and Child protection policy;
- Maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards;
- Refer to the School Anti Bullying policy for guidance on how to effectively manage any reported incidents of bullying;
- Support students in understanding the importance of good behaviour and promote fundamental British values and a community of diversity and tolerance.

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:

- the earlier stages of the Discipline Ladder have been used and the student's behaviour does not improve;
- the use or threatened use of violence against any person inside or outside the School, including intimidation or threats against staff;
- the behaviour being addressed puts the student's or others' safety at risk;
- breaches of examination regulations or any other forms of cheating;
- the student is found to be in possession of drugs or drug paraphernalia, or has been using illicit drugs whilst in the UK;
- the student is found to be smoking or vaping on campus;
- Behaviours that bring the schools into disrepute, for example, by causing a public nuisance.
- the student seriously breached School rules or UK law;
- or if, in the reasonable judgement of the Principal/Rector, this is in the best interests of the Student, their peers, staff or the School .

Before a permanent exclusion or suspension from the College, the Principal /Rector or their deputy, will meet with the student and encourage the student to share their version of what happened. A senior member of staff will also be present to support the student and assist with their written or verbal communication.

Once a permanent exclusion is confirmed, a letter detailing the decision will be sent to the parents, and their nominated representative if relevant, as well as any necessary internal staff. The decision on whom to contact will be decided on a case by case basis and made with the best interest of the student.

Appeals against a permanent exclusion,

Appeals must be made in writing to the Chair of Governors, setting out reasons for appeal and must be received within five working days of the date of the letter confirming the permanent exclusion decision.

- For appeals regarding exclusions CATS Cambridge:
The Chair of Governors, c/o communications@catscambridge.com
- For appeals regarding exclusions from CSVPA:
The Chair of Governors, c/o studentservices@csvpa.com

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.

Student Route visas and permanent exclusions

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 the decision of the appeal is sent in writing. The sponsorship withdrawal date given to UKVI will be the date that the decision was made on the appeal.

Consideration of Disabilities and Additional Learning Support

Students will be treated on an individual basis. Reasonable adjustments should be made by the Personal Tutor and the Assistant Principal Pastoral Care, Dean of Students/Head of Welfare where issues of behaviour arise bearing in mind the identified needs and how they impact on a given situation.

All Personal Tutors, supported by the House Directors, Course leaders, Assistant Principal Pastoral Care, Dean of Students and Head of Welfare, will:

- explain to students the stated purpose of this policy through structured tutorial time;
- monitor and evaluate the success or otherwise of each student through progress reports and statements, and the rewards and sanctions systems;
- identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support as necessary;
- work constructively and in partnership with external agencies as required and following the School Safeguarding Policy;
- report back quickly to parents/agents regarding any concerns in consultation with the Welfare Team.

Monitoring and Evaluation

The Principal/Rector in consultation with staff will undertake systematic monitoring and conduct regular reviews of this policy in order to evaluate them to ensure that the operation is effective, fair and consistent. In particular, the anti-bullying policy and guidance will be discussed, monitored and reviewed on a regular basis.

This policy takes account of:

- National Minimum Boarding Standards (Ap)
- Advice from the Secretary of State

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.

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-imposed at this point.

After the stage has been decided, sanctions in force are recorded by House Directors, Heads of Welfare, Dean of Student Experience, the Heads of House or Deputy Heads of House on Shackleton using the appropriate note.

CATS DISCIPLINE LADDER

Attendance	Breach	Stage	Consequence
	Classroom Issues e.g.: Lateness / No or poor homework / Sleeping in class / Failing to comply with instructions/ Missed lesson / Persistent lateness		<p>The subject teacher</p> <ul style="list-style-type: none"> • has a face-to-face conversation with the student, reiterate expectations and inform student of detention. • raises a student event note in which the teacher stipulates what action was taken in class • raises a detention note and informs student on place and time of detention and gives student work to complete. <p>Detention takes place on a Wednesday</p>
	Missed Detention		Detention on Friday after the school day.
	Failure to attend class		Null attendance will result in a meeting with VP / AP the following morning at 08.30

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	Classroom Issues e.g.: Lateness / No or poor homework / Sleeping in class / Failing to comply with instructions/ Missed lesson / persistent lateness		<p>The subject teacher</p> <ul style="list-style-type: none"> • has a face-to-face conversation with the student, reiterate expectations and inform student of detention. • raises a student event note in which the teacher stipulates what action was taken in class • raises a detention note and informs student on place and time of detention and gives student work to complete. <p>Detention takes place on a Wednesday</p>
	Missed Detention		Detention on Friday after the school day.
	Failure to attend class		Null attendance will result in a meeting with VP / AP the following morning at 08.30
Drops below 100%			<p>Verbal warning: Personal Tutor discuss the issue with the student and gives a verbal warning.</p> <p>A letter of concern is sent home.</p>

Attendance	Breach	Stage	Consequence
Drops below 95%	Persistent lateness (after detentions imposed) / Missed Supervised Study / persistent breach of school rules	1	Meeting with PT – targets set No permission for three days Letter home to PC Review in 2 weeks
Drops below 90%	Repeated missed detention / further persistent lateness / persistent breach of School rules / repeated breach of curfew times	2	Meeting with PT targets set. No weekend permissions Letter home to parents Review in two weeks.
Drops below 85%	Continued persistent lateness / refusal to follow instructions from a member of staff / persistent breach of School rules	3	Issued by House Director. Meeting with House Director – target setting No residential trips for one week No weekday or weekend permission No exeat Letter home to PC Review in two weeks

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

CSVPA FE STUDENTS DISCIPLINE LADDER

Attendance	Breach of School Rules	Stage	Sanction	Responsible for Action
	Classroom Issues e.g. - No homework - Sleeping in class - Failing to comply with instructions - Lateness		Teacher has conversation with student	Subject Teacher to have face to face conversation with student: Student event note: Teacher to stipulate what action was taken in class to address the issue ▪ Student expected to evidence work as requested.
	Repeat offence of: Classroom Issues e.g. - No homework - Sleeping in class - Failing to comply with instructions - Lateness	0		Subject Teacher to have face to face conversation with student and alert Course Leader: ▪ Course Leader to have face to face conversation with student and if appropriate may arrange for the student to see Head of Welfare to ascertain if there are underlying welfare concerns
Drops below 95%	Failure to attend lessons	0	Stage 0 Verbal warning: discussion with student	<ul style="list-style-type: none"> □ The Dean will receive weekly attendance reports from the Attendance Officer. □ The Dean will send a letter of concern to any students whose overall attendance has dropped below 95% for the first time, issuing a Stage 0 discipline level and making a note on Shackleton for the same. Pastoral support offered. □ Attendance will be monitored for a two-week period.

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	<ul style="list-style-type: none"> ▪ The Dean will receive weekly attendance reports from the Attendance Officer. ▪ 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. ▪ Monitoring attendance for 2-week period ▪ Stage 1 warning letter/s (to be prepared by the Attendance Officer) sent to primary contact. Follow up note added when letter has been sent
Drops below 90%	Repeated missed classes / further persistent lateness / persistent breach of School rules	2	Stage 2 warning: letter sent home	<ul style="list-style-type: none"> ▪ The Dean will receive weekly attendance reports from the Attendance Officer. ▪ The Dean will send a letter of concern to any students with current Stage 1, whose attendance has continued to drop since the Stage 1 warning (overall attendance 85-89.9%). Stage 2 discipline level will be issued and note on Shackleton made for the same. Pastoral support offered and improvement plan discussed. ▪ Monitoring attendance for 2-week period ▪ Stage 2 warning letter/s (to be prepared by the Attendance Officer) sent to primary contact. Follow up note added when letter has been sent

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	<ul style="list-style-type: none"> ▪ The Dean will receive weekly attendance reports from the Attendance Officer, and forward a list of Stage 3 levels to relevant Pathway Leaders ▪ Pathway Leaders will meet in person with any students with current Stage 2, whose attendance has continued to drop since the Stage 2 warning (overall attendance 80-84.9%). Stage 3 discipline level will be issued and note on Shackleton made for the same. Pastoral support offered and improvement plan discussed. ▪ Monitoring attendance for 2-week period ▪ Stage 3 warning letter/s (to be prepared by the Attendance Officer) sent to primary contact. Follow up note added when letter has been sent
Drops to 80% or below	<ul style="list-style-type: none"> ▪ Further persistent absences / lateness / breaches of School rules 	4	Severe sanctions including possible suspension, removal from residence. Student signs contract with threat of expulsion	<ul style="list-style-type: none"> ▪ The Dean contacts Student Services to request a meeting be set with the Rector and any student recommended for Stage 4. Note made on Shackleton. ▪ Student will sign contract and agree an improvement plan on attendance and set targets. Rector meets with the student to issue the Stage 4. Student will sign contract and agree an improvement plan on attendance and set targets. Reviewed after agreed period of time
Failure to achieve conditions of contract	Breach of Contract	5	Expulsion	<ul style="list-style-type: none"> ▪ Contracts to be reviewed between Dean, Pathway Leader and Rector. If contract is breached: Expulsion.

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.

Table includes breaches and consequence for CATS and CSVPA, but students from each School will be considered according to that Schools's rules.

Breach	Stage	Consequence
Late return whilst out on a permission slip		<ul style="list-style-type: none"> i. Informal verbal warning by Houseparent ii. Community service for 3 days and no permission slips the next day iii. Meeting with HL/DHoB to issue Stage 1 warning
Failure to tidy up after eating in the Hub(CATS)		Community service (3 days) – Hub
Failure to wear/ produce ID card		No permission slips the evening of offence/following day depending on timing of offence

Breach	Stage	Consequence
Failure to attend KS4 registration (Cats Only) Misbehaviour during fire alarm	0	Meeting with HD and no permission.
<ul style="list-style-type: none"> • Persistent breach of accommodation rules (following discussion with HD) • Persistent room check failures. 	1	<p>No exeat for 1 week. 3 days of restricted permissions.</p>
<ul style="list-style-type: none"> • Fraudulent exeat submission • Continued breach of accommodation rules whilst on stage 1 (following discussion with HD) • Leaving the accommodation without an authorised permission slip • Failure to attend a fire drill. • Refusal to follow reasonable instructions from a member of staff 	2	<p>No exeat for 1 week Meeting with Senior Boarding Staff and/or House Director– targets set. Weekend permissions restricted.</p>
<ul style="list-style-type: none"> • Sleeping in another student's room.. (potentially a Stage 4, depending on circumstances and discussion with DSL) • Leaving the accommodation without an approved exeat • Drinking under 18 • Continued breach of accommodation rules whilst 	3	<p>7 days of restricted permissions. No exeats for 2 weeks Letter Home Meeting with HD – target setting and review (Cats Only). Meeting with a DHoB (CSVPA) at review</p>

Breach	Stage	Consequence
<ul style="list-style-type: none"> • on stage 2 (following discussion with HD) Excessive drinking over 18 (amber reading) Consumption/ possession of alcohol in U18 residences. • Inappropriate activation of fire alarm (£200 fine) • Unauthorised entry to restricted accommodation U18 students accessing O18 residences. 		
<ul style="list-style-type: none"> • 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) • Sleeping or an extended visit to a bedroom on a different bedroom corridor (following discussion with DSL) • Unauthorised access to restricted areas of the College or Boarding house • Smoking or vaping anywhere on campus – stage 4 and immediate referral for stage 5. • Possession or use of illicit drugs whilst in the UK • 18+ students found purchasing (supplying) 18+ items to U18's, will be immediately referred for consideration of stage 5. • Tampering with fire safety detection equipment (setting off alarms, including covering smoke detectors, 	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
 - listen to student's side; set expectations and negotiate a unified plan for improvement
 - draw up a personal improvement plan for the student, which the case lead writes up and shares with student who signs the plan, monitor and arrange a review of the personal development plan at a time agreed with student;