

Behaviour Policy 2026 - 2027

Ivybridge Community College

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Standards and Expectation – Behaviour Policy 2026/2027

Foreword

WestCountry Schools Trust (WeST) and Ivybridge Community College recognise that effective behaviour systems and inclusive practice work together to create safe, calm and purposeful learning environments. Schools should seek to identify and address barriers to learning, attendance, engagement and behaviour at the earliest opportunity through a graduated response that promotes belonging, participation and successful inclusion. Suspension and permanent exclusion remain important disciplinary measures where required, but should sit within a broader culture of support, accountability and high expectations for all pupils.

“Good behaviour is fundamental to every outcome we value in education: academic outcomes, social skills, employability, citizenship, creativity, critical thinking, and more. Teachers and leaders can make a huge difference by creating fantastic cultures in their rooms and Colleges where learning, civility, and community are valued...”

“Ivybridge Community College aims to provide an integrated, comprehensive curriculum in an environment where the whole learning experience is one of opportunity, endeavour, achievement and excellence.”

Why?

Ofsted (2014) reported that children were losing up to an hour a day of teaching because of a damaging culture of low-level disruption and disrespect in schools. Similarly, teachers who participated in the review, also estimated that students were losing up to an hour every day - because of indiscipline.

Exley (2014), also reported that: ‘Nationally students are missing out on thirty-eight days of teaching each year due to low-level disruptive behaviour in the classroom.’ Intervening years has seen a real drive nationally on eradicating low-level disruption in classrooms with Ofsted ensuring the Common Inspection Framework (CIF) places a sharp focus on ‘Behaviour and Attitudes’, and the Government appointing Tom Bennett as a Behaviour Tsar in 2015.

Bennett (2017) believes that: ‘Behaviour in College is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning’.

Due to the unforeseen and often uncontrollable disruption to education that children have experienced in recent years, it has never been as important for us to protect every second of every lesson today so that they are given every chance of living successful lives as young adults and beyond.

Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools: advice for Headteachers and School staff February 2024](#)
- [Searching, screening and confiscation: advice for Colleges 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained Colleges, academies and student referral units \(July, 2026\)](#)
- [School exclusions: a guide for parents](#)
- [Restrictive Interventions including the use of reasonable force in Schools \(April, 2026\)](#)
- [Supporting students with medical conditions at College](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Inclusion Bases in Schools Guidance](#)
- [Alternative Provision](#)

Other policies to be considered in conjunction with this policy, which can be found [here](#)

- Safeguarding (ICC)
- SEND Policy (ICC)
- Anti-Bullying Policy (ICC)
- Drugs Policy (WeST)
- Positive Handling (WeST)
- Attendance Policy (WeST)
- Online Safety Policy (WeST)
- Electronic Device Policy (ICC)
- Suspensions and Exclusion Policy (WeST)
- Complaints Policy and Procedure (WeST)
- [Transport Terms and Conditions and Code of Conduct Policy 26-27](#)

Purpose

The consistent aims of our Behaviour Policy remain:

- To eliminate any disruptive behaviour, enabling all students to focus on their work and ensure that no learning time is wasted.
- To provide clear expectations for staff and students about acceptable behaviour and the consequences of disruptive behaviour.
- To encourage all members of the community to be treated with respect.
- To encourage students to be responsible for their own actions.
- To enable teachers to deliver lessons that inspire, engage, challenge and support students, ensuring they are free from any disruptions.
- To ensure that students have positive and respectful behaviour around the College site.

High "Standards and Expectations" at the College underpin our key focus of providing high quality Teaching and Learning in the classroom and embedding a positive community culture.

Trust policies are adapted reasonably by schools to achieve their priorities within their unique contexts.

Definitions (See Appendix A)

Student; any and all individuals enrolled in study in Key Stages 3, 4 and 5

Staff; any and all individuals employed and/or contracted by and/or volunteering for the College

Positive behaviour is defined as any act or intention by a student that leads them and/or their community towards the desired positive outcome. Examples include, but are not limited to:

- Being punctual
- Being respectful and kind
- Displaying good manners
- Working hard
- Adhering to College expectations

Poor behaviour is defined as: any act or intention by a student that leads them and/or their community further from the desired positive outcome. Examples include, but are not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude demonstrated by defiance

Serious poor behaviour is defined as, but not limited to:

- Repeated breaches of the College rules including repeated disruption to learning
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol and illegal drugs
 - Stolen items
 - Tobacco and cigarette papers and vapes
 - Fireworks
 - Pornographic images

The College values drive our approach to our "Behaviours Standards and Expectations", so that all students respect the vision and ethos of the College, and can contribute positively to The Ivybridge Way. It is based upon four areas that we believe support the high expectations we strive for at the College:

Getting it Right

Travel to and from College

Students are expected to navigate the surrounding area safely and with respect for themselves and the residents they pass.

Loitering in groups can feel intimidating to some members of the community, so students are urged to prioritise their prompt arrival to College or journey home.

The College day begins at 8.45am. This means students should be on site and outside their Tutor base for an 8.45am start.

Students are urged to prioritise their own prompt arrival to College and not to wait for peers who may make them late.

If using public transport, we expect students to behave in a respectable manner that supports the values and good reputation of the College and reflects the purpose of our Behaviour policy.

If cycling, students are recommended to wear a helmet and have bicycle lights.

Uniform

Please refer to the Uniform Policy on our website.

Roll Call

Roll Call is used when appropriate for Year Groups as a mechanism to monitor standards of uniform and learning readiness. It also serves as an opportunity to share important updates and to recognise individuals for exemplary performance.

On any designated day for each Year Group, Roll Call starts at 8.45am and students gather on the sports track at the front of the College.

Students line up in single file and alphabetical order in their Tutor Groups and are silent upon the request of their College Director.

Students remain silent until any checks are completed and important notices are given.

Assemblies

Assemblies are used to share important updates about College life and, following a rota, support the delivery of aspects of our PSHE strategy and Character Curriculum.

Assemblies are a great opportunity to recognise exemplary performance of individuals and groups of students and as a result often involve students receiving rewards and awards.

Assemblies will often be used to welcome the input from external speakers, delivering keynotes and workshops on issues relating directly to student life in and outside of College.

Students will register in Tutor Groups before heading to assembly in the Dining Hall to ensure that attendance is accurate.

Tutors will ensure that students move calmly and purposefully to assembly to ensure minimal disruption to other students engaging with Tutor Time activities in classrooms.

- Staff support a silent entry into the Dining Hall
- Students remove coats on entry
- Students place bags under chairs
- Students sit in silence and await input from their College Director or other staff member
- Students sit up straight and in silence until asked to engage
- Students exit in silence and ensure that their uniform is pristine

Tutor Time

Starting at 8.45am, Tutor Time is the first session of every day for students.

Students are expected to arrive in correct uniform and with full equipment for learning. This is the first opportunity that Tutors can support their tutees to set them up for a positive day.

Students are expected to arrive on time and to engage positively with tasks that are designed for them.

When reading, students are expected to sit up straight and track the reader silently using their reading guide.

Disruption-free learning

Staff

The College's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. To maintain this, they will:

- Create and maintain a stimulating environment that encourages students to engage
- Develop a positive relationship with students, which will include:
 - Knowing the individual needs of their students and preparing lesson delivery accordingly.
 - Creating a seating plan that maximises their ability to support every student.
 - Providing high-challenge learning experiences for all students.
 - Threshold; Greeting students at the start of lessons at the doors of classrooms to promote calm and purposeful corridors and prompt arrival of students to lessons.
 - Ensuring that students uniform is correct prior to entry to lessons.
 - Displaying a 'Silent Starter' retrieval activity that allows students to engage as soon as they enter the classroom.
 - Establishing clear routines.
 - Use common College strategies such as "Pens down. Eyes on me and silence...in..3, 2, 1."
 - Show respect to students and develop a safe, secure and purposeful environment.
 - Permitting students to use the toilet, one at a time, by issuing them with their toilet lanyard.
 - Circulating the classroom; maximise the efficiency and effectiveness of their support of students.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Using the rewards procedures to encourage positive behaviours.
 - Following the College procedure for dealing with low-level disruption.
 - Ensuring that lessons finish on time, every time so that students can arrive promptly at their next lesson.
 - Threshold; Securing calm, orderly lesson exits so that students enter the corridors in a safe and purposeful manner, ensuring that students' uniform is correct.

Students

To enable every student to have the opportunity to learn, and for the teacher to be able to deliver high quality Teaching and Learning, students are expected to conform to the College rules. These are encapsulated in The Golden Rules and College Red Lines.

Golden Rules

- I will not disrupt the learning of others
- I will follow the instructions of all staff first time
- I will be in the right place, at the right time

Red Lines

- Students will not walk away from members of staff
- Students will not swear in the presence of an adult
- Students will not engage in physical aggression of any kind ("Hands Off Incidents")
- Bullying is not tolerated
- Discrimination is not tolerated
- Prohibited items are not tolerated
- Unresolved uniform issues
- Truancy

The expectations for the performance of students in lessons are simple, explicit and repeatedly communicated to students for clarity.

To ensure that learning is disruption-free students will:

- Move between learning sessions calmly and with purpose.
- Ensure that their uniform is correct before entering and also exiting the classroom
- Arrive punctually.
- Arrive fully equipped for learning.
- Enter the classroom and sit in their allocated seat .
- Engage immediately with the Silent Starter retrieval task.
- Work silently whilst the register is taken.
- Respond to the register with 'yes/here Miss/Sir'.
- Listen silently and attentively whilst teachers and support staff are talking.
- Listen silently and attentively whilst peers are responding to feedback.
- Raise their hand if they have a question or an answer.
- Work exceptionally hard.
- Remain in their seats unless given permission to move.
- Utilise personal support measures that may be prescribed in an Independent Support Plan (ISP).
- Not disrupt any other students – ask the teacher for help, not their partner.
- Respond to staff instructions the first time they are asked.
- Do not argue with staff in response to instructions given.
- Demonstrate self-respect through their personal conduct.
- Treat others with respect especially when they disagree on something.
- Communicate any additional issues that you may have in learning sessions with the staff member.

Break and Lunchtimes

We expect standards of behaviour to remain high during social times.

To promote enjoyable and safe breaks and to support a prompt and positive start to proceeding lessons student must:

- Be kind and show respect to others.
- Queue calmly and respectfully for food/drink – do not push in.
- Keep hands to themselves – avoid unintentional negative interactions.
- Not engage in playfighting, pushing and other physical interactions.
- Not drop litter.
- Manage known challenging peer relationships with maturity – maintain distance and ask for support from staff if needed.
- Adhere to any conditions of support prescribed in a behaviour plan pertaining to social times.
- Keep away from Reset and Reflection areas to avoid disruption.
- Use the toilets.
- Refill water vessels.
- Adjust levels of physical exertion in response to hot weather – avoid retuning to lessons hot, bothered and unable to focus.
- Keep out of the rain.
- Leave with plenty of time to get to lessons punctually.
- Report any cases of unsafe, unkind and disrespectful behaviours to staff member immediately.

Transitions between lessons

Students are expected to move calmly and with purpose between lessons.

Students are expected to wear full uniform correctly in corridors between lessons to avoid unnecessary lateness to lessons.

The shortest route may not be the quickest – planning ahead will save time.

Students are urged to prioritise their own prompt arrival to lessons as sometimes waiting for peers can lead to unnecessary lateness.

Using the toilets during lessons

Students will be permitted to use the toilets one at a time when issued the staff lanyard. All staff have a lanyard that is given to one student at a time throughout their lessons.

Students must use the toilet closest to the classroom/area that they have left.

Students must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return.

To promote comfort during lessons and decrease time lost to learning, we urge students to use the toilet before College, during break and lunchtimes and after College.

Students are encouraged to resist requesting to go to the toilet in the first and last fifteen minutes of lessons to support the Teaching and Learning process.

Where a verified medical note has been provided, students may be issued a toilet pass. These are issued by the Senior Leadership Team.

Sanctions can be applied in cases where the use of toilets by a student compromises the safety, well-being and/or academic progress of themselves and/or others.

Punctuality – Arriving to lessons on time

Late arrival to lessons disrupts learning.

Over the course of a term, repeated late arrival to lessons can have a significantly negative impact on the progress of both the student arriving late and their peers.

Students are given five minutes movement time plus one minute to compensate for time potentially consumed by footfall at junctions and stoppage by staff for corrections to behaviour and uniform.

Staff will wait at their classrooms doors to support a punctual arrival to lessons.

Students arriving after the six-minute allocation, without a note will be issued with Reset.

To support individual students with needs pertaining to punctual transition, at the discretion of Senior Leaders, passes may be issued to support their confident and timely navigation of the College site.

Essential Equipment – Ready to learn

Asking to borrow equipment disrupts learning.

Being prepared and organised are essential life skills.

Students are expected to arrive correctly equipped for lessons.

Essential equipment - we expect all students, every day to have the following Super 7 equipment:

- A clear pencil case, containing;
 - Blue or black pen

- Purple pen
- Pencil
- White board pen
- Rubber
- Ruler – clear rulers are recommended for Mathematics, Science and Design Technology
- Scientific Calculator - our Mathematics Department recommends the [Casio fx-83GTCW-W model](#)
- Lanyard and card
- My Sentence card
- My timetable

Specialist subject equipment will be provided by the College.

Student equipment will be checked every morning during Tutor Time and records will kept when a student does not have every item of their essential equipment.

Right Place, Right Time

Our ability to effectively safeguard our community requires students to be in the right place at the right time.

All students have timetables that show clearly where they need to be and when they need to be there.

All students are expected to follow their timetables.

Any other engagements and appointments will be scheduled and clearly communicated between the College, the student and their parents and carers.

Lesson registers and staff duty teams are used by the College to monitor student attendance to lessons and interventions and to track their safe movement through the site.

Home-learning and Revision

If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by. The greatest decrease in retention happens soon after learning.

Without reviewing or reinforcing our learning, our ability to retain the information plummets.

Home-learning tasks, set for Years 7 to 9 and **revision** tasks, set for Years 10 and 11 will:

- Always be used to secure the memory of knowledge already taught
- Never be used to introduce new knowledge
- Always be reasonable in duration
- Always be achievable
- Always accessible to all students
- Always be relevant
- Always be marked and feedback given to students

Students will be expected to:

- Complete all tasks set to the best of their ability
- Meet all deadlines for submission
- Communicate any challenges they are facing with their teacher prior to the submission date

Sanctions may be used where tasks are incomplete or completed to a poor standard, copied from another student, copied verbatim from a source, not attempted and or not submitted.

Refer to the Home-Learning Policy and Revision Policies on our website.

Electronic Device and Online Technologies Expectations

Phones and other connected electronic devices should not be used on the College premises, once students are on site. Devices should be turned off and in school bags (not pockets).

Our policy follows a, 'We see it, We hear it, You lose it' approach.

If seen and/or heard at any time on site, mobile phones and other connected devices will be confiscated as follows:

- **First breach** – confiscated and collected by the student at the end of the College day from Peverall Hall. A call to parent/carer will be made.
- **Second breach** – confiscated and collected by the parent/carer at the end of the day **or** the student collects at the end of the following day from Reception*. A call to parent/carer will be made.
- **Third breach** – confiscated and collected by the parent/carer at the end of the day **or** the student collects at the end of the following day from Reception*. Phone to be handed into Peverall Hall at the start of each day for two weeks. A notification letter will be shared with the parent/carer.
- **Continued breaches** – Each and every subsequent breach will result in the College confiscating the mobile phone for one school week (five working days) and returned only to the student after this period*.

**If a parent/carer is concerned about their child not being in possession of their mobile phone after College then a basic functionality 'brick' phone can be issued, with clear parent/carer guidance on usage.*

If a student refuses to hand their mobile phone or other connected device over when asked by a member of staff, they will be sent to Reflection. Continued refusal to submit their phone or other connected device whilst in Reflection may result in the student being Suspended.

Responsibility for the safekeeping of the phone and other connected devices whilst on the College site belongs with the student.

As it is the student's responsibility to ensure that their mobile and connected devices are off and stored away, texts and calls received from parents and carers may result in their child receiving a sanction if the phone is heard and/or seen. Parents/carers are urged not to contact their child on their mobile phone during the College day. In cases of emergency, parents/carers should contact the College Reception.

Sixth Form

Sixth Form students are permitted to use their devices in the designated Student Common Room only. Sixth Form students are not permitted to use their mobile phones in:

- Study spaces
- In lessons
- In corridors
- Spaces being used by Key Stage 3 and Key Stage 4 students

The above rules apply to Sixth Form students everywhere else in the College.

Confiscated Sixth Form students' phones and connected electronic devices will be given to the Key Stage 5 Office for collection at the end of the College day. The requirement for parental collection is unlikely to be necessary. However, we reserve the right to review this for repeat offenders.

Tuancy

Tuancy is defined by the College as the deliberate avoidance of timetabled lessons and scheduled interventions of support.

Tuancy represents a significant safeguarding risk to all students, due to additional and unforeseen time required by staff to locate and or track truanting students.

Tuancy includes but is not limited to such events where a student:

- Arriving after six minutes to lessons without a note or verified pass
- Not going to a lesson without teacher approval
- Not being in the right place at the right time
- Leaving the College site without permission
- Being in College and not attending timetabled lessons

Reflection will be sanctioned in response to truancy so that College staff know where the student is at all times during the College day in order to:

- More effectively safeguard the truant
- Maintain the ability of staff to achieve their other professional responsibilities.

Students' Conduct Off Site

When off College site and identifiable as an Ivybridge Community College student and when representing the College at external events, students will be expected to conduct themselves in an exemplary manner. Such circumstances include:

- Travelling to or from College (please refer to our Bus Services Terms and Conditions of Use and Code of Conduct and Transport Policies)
- Taking part in any College organised or College related activity
- Wearing College uniform
- In some way identifiable as a student of the College
- Using public transport

Students can be sanctioned for their behaviour off-site when their actions:

- Compromise the orderly running of the College
- Compromise the effective delivery of College trips and visits
- Present a threat to the safety of themselves and other community members
- Cause others to feel threatened
- Could adversely affect the reputation of the College

Sixth Form Driving and Parking

Students who live a reasonable distance from the College site are allowed to apply for a Parking Permit.

They must complete an application form available from the Sixth Form office, and provide a copy of their driving licence and insurance details.

A parking permit will then be issued which must be displayed in the vehicle at all times when on site.

Due care and attention must be paid when driving around College and failure to do so could lead to a parking ban and a Formal Warning being issued.

The police may be informed where College staff deem a student to be driving dangerously.

The police will always be informed where College staff deem a student to be driving under the influence of drugs and/or alcohol.

Responding to Good Behaviour - Recognition and Praise

The College recognises students' work, behaviour and contribution to the life of the College and the community as a way of reinforcing our expectations.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, College staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the College's culture and ethos.

Sixth Form – for additional information about recognition and praise in the Sixth Form, please refer to the Sixth Form Handbook.

Processes of Praise

Recognition of students meeting our Standards and Expectations in line with our Behaviour Policy and College values of Respect, Aspiration, Integrity and Compassion begins with an informal acknowledgement. For example, words of praise, interest in students' work and ideas and supportive comments when reviewing students' work.

We issue 'Positive Behaviour Points' using the Class Charts system for positive contributions towards the College and its values.

Milestones will be awarded through Class Charts when students achieve the required totals of Positive Behaviour Points:

- Tutor Award
- College Director/Pastoral Leader Award
- Senior Leadership Award
- College Charter Awards
- Principal Award

Further College Acknowledgement of Achievement

Verbal Praise – Immediate feedback in response to exemplary behaviour.

Commendations - Certificates will be awarded half termly and termly and at assessment points to individuals.

Praise postcards – Written feedback sent to homes of students who have been recognised.

Letters - The College sends out letters of congratulations to students who have had particularly noteworthy successes.

Celebration Evenings – We enjoy several Celebration Evenings, in respective Year Groups and the main whole College Annual Awards Evening, where students' successes are praised.

"Star Student" awarded in each lesson.

Proud Table: This is a special recognition event that celebrates students' achievements and positive contributions, particularly those linked to the College's Character Virtues. Rather than focusing only on academic success, it highlights students who have gone above and beyond to make a positive difference both within the College and in the wider community. It is generally a sign that the College is particularly proud of something they have achieved or the way they have embodied the College's values.

Overall, the Principal will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the College's behaviour culture. These will be outlined in the College's rewards procedures.

Responding to Poor Behaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, College staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues escalating.

All students will be treated equitably, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour expectations in the future.

Equality and Equitability

The College recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with Special Educational Needs and Disabilities (SEND). As a College, we are committed to ensuring that we do not discriminate through the application of our Standards and Expectations Policies, against students whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background.

Therefore, when intervening with apparent inappropriate behaviour all stakeholders must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

Empathy and Dignity

Rewards and recognition for exemplary student performance will always be delivered with enthusiasm and sincerity.

Likewise, when staff challenge incidences of poor behaviour they will do so calmly and with empathy to preserve the dignity of the student.

Staff will always approach interactions from a supportive and proactive perspective and our systems are designed to ensure that students always have a choice as to what happens next.

Staff receive regular training in effective behaviour management strategies.

Choice and Responsibility

We expect students to take responsibility for their actions and ownership of the choices that they make at all times.

We ensure that all students know what is expected of them and that they fully understand the consequences for both exemplary and poor behaviour. Sharing this information repeatedly through Roll-Call, Tutor Time, Assemblies and lessons, supports students to make informed choices about their responses to interactions and events.

Staff will always communicate in a clear, calm and non-invasive manner so that students are able to respond to consequences in a calm and measured approach.

We recognise that some students require additional support strategies to help them manage their responses and adjustments are made by staff when needed.

Ivybridge Graduated Behaviour Response Framework

Ivybridge Community College is committed to maintaining disruption-free learning through a graduated response to behaviour.

The College recognises that behaviour is influenced by a range of factors including educational needs, social circumstances, safeguarding concerns, well-being, relationships and previous experiences. High expectations are combined with early intervention, appropriate support and proportionate consequences.

The purpose of the Graduated Behaviour Response Framework is to:

- maintain high standards of behaviour
- identify behavioural patterns at the earliest opportunity
- teach pupils acceptable behaviour habits
- remove barriers to learning
- support students in making positive choices
- provide appropriate interventions
- ensure statutory responsibilities are fulfilled
- minimise the need for suspension and permanent exclusion wherever possible.

Intervention Behaviour Rooms

The College operates dedicated Intervention Behaviour Rooms designed to maintain learning experiences whilst addressing behavioural concerns.

Reset

Reset is a short-term removal from lessons. Students continue to receive education whilst temporarily removed from their normal classroom environment.

Reset will normally involve:

- removal from lessons for up to two lessons
- attendance during a social time where appropriate
- reflection on behaviour
- restorative support and/or conversations
- completion of curriculum work

Reset is categorised within statutory guidance as a form of removal and is not a suspension.

Reflection

Reflection is an internal sanction and is not a suspension, where a more adapted intervention is delivered within the Intervention Behaviour Rooms.

Students continue their education through:

- asynchronous learning programmes
- Oak National Academy resources
- screening activities
- structured intervention programmes
- behaviour coaching
- restorative work
- support planning

Students remain on site and continue to access education.

Internal Suspension

Internal Suspension is used where previous interventions, including Reflection, have not secured the required improvement or where behaviour is sufficiently serious to warrant a significant on-site disciplinary response.

Internal Suspension involves:

- removal from the student's normal timetable
- supervised education provision
- continued access to learning
- intervention and reintegration planning
- attendance until 4:30pm (in accordance with statutory guidance)

Internal Suspension is not a statutory suspension; however, all placements are monitored carefully and reviewed regularly by the Principal, WeST and Governors.

Inclusion and Alternative Provision

The College maintains a range of support provisions designed to meet the needs of students and prevent escalation of behavioural concerns.

The Bridge (Support Base)

The Bridge operates as the College's Support Base and is led by the Special Educational Needs and Disabilities Coordinator (SENDCo).

The purpose of The Bridge is to provide:

- targeted intervention
- SEND support
- emotional regulation support
- reintegration assistance
- assessment and review

The Bridge is not a behaviour sanction and must not be viewed as a consequence.

The Beacon

The Beacon operates as the College's Internal Alternative Provision and is led by experienced staff and oversight is by Senior Leadership.

The Beacon provides:

- adapted support
- personalised pathways
- alternative approaches to engagement
- reintegration programmes
- multi-agency support

The Beacon is not a behaviour sanction and should not be viewed as a disciplinary provision. It forms part of the College's wider graduated support either as a fulltime or parttime offer.

Recognising the impact of SEND on behaviour

The College recognises that some students' behaviour may be impacted by a Special Educational Need or Disability (SEND).

When incidents of misbehaviour arise, College staff will consider them in relation to a student's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Principal will balance their legal duties when making decisions about enforcing the Behaviour Policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the College's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the College must cooperate with the local authority and other bodies.

As a part of meeting these duties, the College will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as, but not limited to:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

Any preventative measure and/or intervention will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

We will have reasonable and proportionate expectations of all of our students. SEND is not an excuse for poor behaviour, but may require specific and bespoke reasonable adjustments to allow learners with SEND to access the curriculum, and support. All reasonable adjustments are agreed by members of the Senior Leadership Team and the SENDCo. For more information about SEND see the Ivybridge Community College SEND Information Report and SEND Accessibility Plan.

When considering a behavioural sanction for a student with SEND, College staff will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- If the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the College to sanction the student for the behaviour.

The College will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The Special Educational Needs and Disabilities Coordinator (SENDCo) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, College staff will liaise with external agencies and plan support programmes for that child. College staff will work with parents to create the plan and review it on a regular basis.

Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the College will cooperate with the local authority and other bodies. If College staff have a concern about a student's behaviour with an EHC plan, the College will make contact with the local authority to discuss the issues.

If appropriate, the College may request an emergency review of the EHC plan.

Safeguarding

The College recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

The College will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the College will follow the College's Safeguarding Policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Dealing with the behaviours that are seen and heard in lessons

Staff can only respond to the behaviours that are seen and/or heard by them at any particular time.

This may mean that students are given warnings for responding to a peer or event that may have distracted them.

In such cases, staff will not ask questions nor investigate the entirety of each event as to do so would compromise the flow of the lesson for all students – teaching and learning must be prioritised.

Students are urged to raise their hand to speak to the staff member at an appropriate time in cases where a peer may be repeatedly distracting them.

Staff members will always endeavour to ensure that seating plans minimise the potential for disruption and that instruction, resources and circulated support promote and maintain student engagement.

Investigating other events

Where staff feel that a reported incident of poor behaviour requires deeper investigation, they may employ the use of:

- CCTV

- Student and staff statements
- Student IT account screening
- Searches

The outcomes of the investigation will support staff to make informed decisions relating to the potential application of sanctions.

The Balance of Probabilities

As a College, we will apply the civil standard of proof to all decisions regarding behaviour in and out of College.

When establishing the facts in relation to a suspension or permanent exclusion decision the principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the principal should accept that something happened if it is more likely that it happened than that it did not happen.

This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision.

Sanctions

The College will use a range of sanctions, and subsequent supportive interventions, where it is deemed a child has fallen below the standard that can be reasonably expected of them both in class and at social times.

The types of sanctions that may be used by the College include:

- Verbal and written warnings
- Demerits
- Removal from classrooms through either Reset or Reflection
- Detentions
- Internal suspension
- Suspension
- Confiscation
- Permanent Exclusion

Suspensions or Permanent Exclusions will only be used in the most serious of circumstances.

Verbal and Written Warnings

Verbal and written warnings are used to immediately alert a student when their behaviour has fallen below the standard expected.

Verbal and written warnings serve as a sign to students that they need to change their behaviour and that they are in control of the course of action.

A positive response to the warning will result in no further action being taken.

A negative response to the warning, such as defiance, answering back or rudeness, will result in escalation.

Verbal and written warnings will clearly state the student's name and a very brief reason for the warning.

Demerit

Demerits are used to support the maintenance of high standards of uniform throughout the day, Home-learning/Revision and when students arrive to College without their essential equipment.

Removal from classrooms – Reset, Reflection and Internal Suspension

In response to serious or repeated breaches of this policy, and to provide disruption-free learning for all students, College staff may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive an education, under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Students will always be given the opportunity to learn and must make the correct choices to do so, with appropriate support and intervention.

The negative impacts associated with the repeated disruption of learning over time can be damaging and lasting. Disruption to learning is considered a serious misbehaviour due to the significant impact that such incidences can have on the academic achievement, emotional development and subsequent life chances of children.

Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to effectively:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Maintain the learning environment for all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so.

The College will consider what support and intervention is needed to help the students successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom. The Principal will consider an alternative approach to behaviour management for students who are frequently removed from class.

Reset

In Class – Maintaining disruption-free lessons

No student has the right to intentionally disrupt or distract the learning of others. All classrooms will be disruption-free allowing teachers to teach and students to learn.

Disruption is defined by staff as any *choice* made by a student that hinders the teaching and learning experience for staff and students. Examples include but are not limited to:

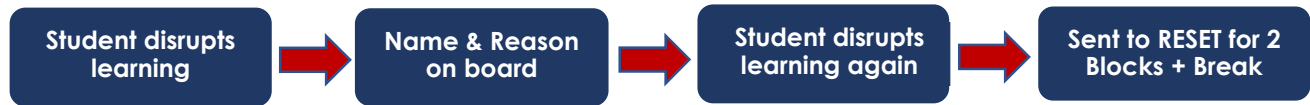
- Arriving late to lesson without a note
- Talking when the staff member is instructing/talking
- Talking during Silent Starter
- Talking during silent independent practice
- Shouting out answers, even if correct
- Chewing gum/eating
- Leaving their seat without permission
- Off-task chatter
- Use of poor language

- Bickering
- Repeated refusal to correct uniform
- Refusing to engage with work

Students will be given one clear and calm warning for a first event of classroom disruption. Their name will be written on the board with the reason next to it e.g. *Joe Bloggs – talking*

For a second breach, students will be removed from their normal timetabled lessons for a period of two consecutive lessons plus the following break or lunchtime.

Students are given five minutes to arrive at Reset from the time the sanction is issued.



Out of Class – Calm and purposeful corridors, safe and enjoyable social times

Out of class areas include:

- Movement to and from the gates at the start and end of the College day
- Roll call
- Tutor Time
- Assemblies
- Moving between lessons
- Breaktimes and lunchtime
- Additional intervention sessions
- Involvement during Academy/other College events

Examples of unacceptable behaviour between lessons includes but is not limited to:

- Boisterous but not aggressive corridor behaviour – pushing, shoving, tripping
- Queue jumping at breaks and lunchtimes
- Pulling another student's tie
- Boisterous but not aggressive behaviour at breaktimes – pushing, shoving, tripping
- Loitering in spaces that are out-of-bounds to students
- Repeated refusal to correct uniform
- Repeated anti-social/unwanted physical contact including but not limited to pushing, shoving, tripping
- Breaches of Uniform Policy and refusing to respond to staff in a positive manner
- Disruption of assemblies and group intervention sessions
- Refusing to adhere to expectations during Roll-Call

Where the behaviour of students fails to meet the standards expected, one clear verbal warning will be issued.

For a second breach, students will be removed from their normal timetabled lessons for a period of two consecutive lessons plus the following break or lunchtime.

Students have five minutes to arrive at Reset.

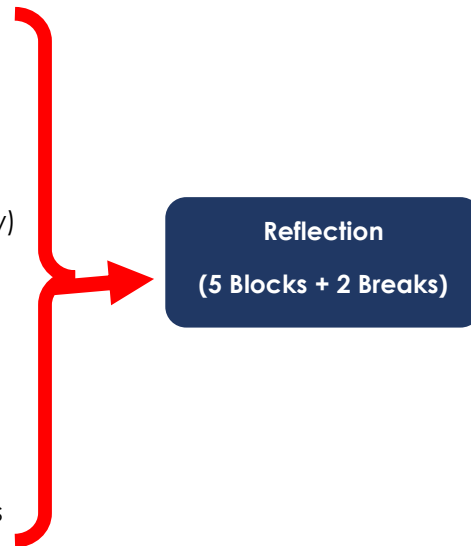


Internal Reflection

Internal Reflection can be issued in and between lessons.

Immediate Internal Reflection may be used in response to behaviours that include, but are not limited to:

- Failure of Reset
- Refusal of Reset
- Arriving late to Reset
- Truancy
- Repeated defiance
- Repeated disruption to learning
- Incorrect uniform/appearance (See Uniform Policy)
- Behaviour that is deemed by the College as:
 - Unsafe
 - Threatening
 - Abusive
 - Discriminatory
 - Confrontational
 - Bullying (See Anti-Bullying Policy)
- Inappropriate behaviour in the community
- Inappropriate behaviour on College trips and visits
- "Hands Off" incidents



Arrival at and Conduct in Reset and Reflection

Upon arrival at Rest and Reflection, students will:

- Submit their mobile phone for safeguarding purposes
 - Where a student states that they do not have a mobile phone and are later seen using one, their sanction will be escalated immediately
- Sit silently, facing the front
- Remain seated
- Work hard throughout their sanction as demonstrated through continuous engagement
- Ask for help when needed
- Respond to staff instructions the first time asked

Students will be permitted to use the toilets at designated times, escorted by a staff member and will be given the opportunity to eat at breaktimes and drink water as per College lesson procedures.

Students will be provided with intervention and supported to complete their sanctions successfully.

Two initial warnings will be issued for poor behaviour in Reset and Reflection. At these points pupils will have received a graduated and targeted intervention to help support the pupil to make the right choices before any further escalation. This may, where appropriate, include a supportive call home to parents and carers in the case of Reset.

The third event of poor behaviour in Reset will result in the sanction being escalated to Reflection.

The third event of poor behaviour in Reflection will result in a "pre-escalation call" being made to parents and carers. Where possible this could provide an opportunity for parents and carers to speak with their child and support a successful outcome and positive return to Reflection. Some behaviours may not warrant a "Pre-escalation call" as a result of the threshold being met.

Warnings are given per sanction of Reset or Reflection and not per period spent in Reset and Reflection.

Continued poor behaviours following the pre-escalation call and/or a fourth event of poor behaviour in Reflection will result in the sanction being escalated to an "Internal suspension". Parents/carers will receive notification (initially by phone) of the escalation and subsequent need to collect their child at the end of the day (4.30pm) in line with statutory guidance. This will be followed up in writing to parents.

Internal Suspension

Internal Suspension is used where a pupil has continued to demonstrate behaviours that do not meet the College's expectations despite regular, targeted support, intervention and previous disciplinary measures, including Reflection. It may also be used where behaviour is sufficiently serious to warrant a significant on-site disciplinary response. This represents an escalation in consequence due to the lack of sustained improvement despite the support and opportunities provided to the pupil.

Internal Suspension involves:

- removal from the pupil's normal timetable (five Blocks and two breaks)
- supervised education provision
- continued access to learning
- targeted intervention, Reflection and reintegration planning
- attendance until 4.30pm (in line with statutory guidance)

Throughout the period of Internal Suspension (five Blocks and two breaks), the pupil will continue to receive appropriate support to enable them to successfully complete the sanction and re-engage positively with College expectations. Where appropriate, support from the SEND team and other relevant pastoral staff will be provided to ensure individual needs are considered and barriers to success are addressed.

Internal Suspension is not a statutory suspension; however, all placements are monitored carefully, reviewed regularly, and used as part of a graduated approach to securing improved behaviour and engagement.

SEND Students in Reset, Reflection and Internal Suspension

When a child with SEND is sanctioned with Reset or Reflection, our On-Call and Inclusion Team will triage events to ensure that prior to their removal, their specific needs have been planned for in their lesson.

Where it is deemed that their needs, detailed in their Independent Support Plans (ISP) or EHCP, have not been met, they will be removed from Reset and/Reflection, supported in our Inclusion Hub and returned to their next lesson. The triage process will ensure that, prior to the sanction being issued such interventions of support specific to the student have been adhered to. Such interventions include:

- Seating positions
- Resources provision
- Questioning techniques
- TA support
- The application of the Behaviour Policy

Student-specific support interventions, as detailed in ISP's and EHCP documents, will be provided in Reset/Reflection/Internal Suspension, where appropriate, so that they are given the best possible chance of success prior to any further graduated escalation (as outlined above).

Detentions

The College uses detentions as a consequence, including detention outside of College hours.

College staff can issue detentions to students during break, after College or on weekends during term time. College staff will inform student's parents in accordance with College procedures. When imposing a detention, staff will consider whether doing so would:

- Compromise the student's safety

- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Parental consent is not required for College detentions (Break College Detention BCD – twenty minutes duration). However, the College will act reasonably when imposing a detention. The College will ensure that reasonable time is given for the student to eat, drink and use the toilet.

Where the detention is outside College hours, After College Detention (ACD – sixty minutes duration), parents and carers will receive 24-hours' notice by phone, in writing, or via email. Including as part of the "internal suspension" process (where the pupils will remain on-site in the Internal Suspension Room until 4.30pm and will be collected by a parent/carer). The College will ensure that reasonable time is given for the student to eat, drink and use the toilet.

24-hours' notice will not be given for a Break College Detention (BCD – twenty minutes duration).

External Reflection

As part of the WeST behaviour and inclusion strategy, we have access to Internal Reflection facilities across other secondary schools within our Trust. When this provision is accessed, it will be referred to as External Reflection

External Reflection may be used where a pupil has not demonstrated sufficient improvement despite regular, targeted support, intervention and previous behaviour sanctions, or where a more intensive intervention is required to address ongoing concerns. It forms part of our graduated response to behaviour and is intended to provide both increased accountability and additional opportunities for Reflection and positive change.

External Reflection involves a pupil completing a day of supervised education provision at another WeST secondary school. During this time, the pupil will continue to access learning in a structured environment away from their usual College setting, enabling them to reflect on their choices and re-engage with the expectations of the College.

The purpose of External Reflection is both supportive and restorative. Pupils will continue to receive appropriate educational and pastoral support throughout the placement, and where appropriate, SEND and other specialist staff will contribute to planning and reintegration arrangements. Transport will be provided where necessary.

External Reflection is not a statutory suspension; however, placements are carefully monitored, reviewed and used as part of the College's graduated approach to promoting positive behaviour, engagement and successful reintegration.

Safeguarding Separation

Where a student's immediate presence on the College site poses an unmanageable risk to their own safety, or the safety of other members of the College community, the Principal may authorise a "Safeguarding Separation".

- **Nature of Removal:** A Safeguarding Separation is a temporary, non-disciplinary safeguarding mechanism. It is legally distinct from a disciplinary suspension or permanent exclusion.
- **Educational Provision:** The College will ensure that accessible and meaningful education is arranged and provided immediately from the first day of the separation.
- **Agency Coordination:** The Designated Safeguarding Lead (DSL) will immediately coordinate with local children's social care, the Local Authority, and relevant multi-agency partners to initiate a rapid risk review and establish a safe reintegration timeline.

Safeguarding Separation may be used where attendance on site presents an immediate safeguarding risk, including but not limited to:

- allegations of child-on-child abuse;
- harmful sexual behaviour;
- serious violence;
- criminal investigations;
- safeguarding concerns requiring immediate separation.

Safeguarding Separation:

- is not a suspension;
- is not a disciplinary sanction;
- is not recorded as a suspension;
- will be authorised by the Principal & Designated Safeguarding Lead;
- will be regularly reviewed;
- will include appropriate education arrangements;
- will involve communication with parents/carers.

Where appropriate, risk assessments and reintegration plans will be completed before a student returns to normal provision.

Off-site Direction (Directed Package):

In line with the DfE statutory updates (June 2026), the Principal retains the lawful power to direct a student off-site to another educational setting or Multi-Academy Trust (MAT) provision to improve their behaviour.

Off-site direction is a temporary preventative measure requiring a student to attend another education setting to improve future behaviour. It is not a punishment or sanction for past misconduct. It should only be used where in-College interventions and/or outreach have been unsuccessful or inappropriate and where the placement is in the student's best interests.

- A written record must identify previous interventions, rationale, objectives, duration, SEND and safeguarding considerations, pupil and parent views, review arrangements and reintegration planning.
- Parents, and the Local Authority where a student has an EHCP, must receive written notice as soon as practicable and no later than two school days before the placement begins, including address, reporting arrangements, duration, reasons, objectives and session times.
- The WCC will keep placements under review. Review meetings will be held at suitable intervals, with written invitations at least six days before the meeting and written decisions within six days after review, where statutory requirements apply.
- Relevant information must be shared lawfully and proportionately with the receiving provider, including attainment, attendance, safeguarding, SEND, health needs, risk assessments and successful support strategies.

Managed Moves:

A managed move is a voluntary process leading to permanent transfer to another mainstream school. It may be used only where in the student's best interests and agreed by parents, the home school and the admitting authority of the receiving school. Managed moves must not be coerced, used as punishment, used as a trial move or presented as the only alternative to permanent exclusion. A student must not be permanently excluded because parents or the student refuse a managed move. Where the student has an EHCP, the Local Authority must be contacted before any move is agreed so statutory amendment procedures can be followed.

All such processes will strictly adhere to local in-year admissions protocols and cannot be used to bypass standard admissions legislation.

Suspensions and Permanent Exclusion

The College will work to create an environment where exclusion from College is not necessary because student behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of College behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-College sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.

Parents and carers are expected to work in partnership with the College, engage with meetings and reviews where appropriate, share relevant information and comply with legal responsibilities during suspension or permanent exclusion.

Definitions

A **suspension** removes a student from College for a specific period of time. A student may be suspended for one or more fixed period, up to a maximum of forty-five College days in a single Academic Year. Lunchtime suspensions are counted as half a College day. (Suspension is described in legislation as an exclusion for a fixed period.)

A **permanent exclusion** involves a student being removed from the College roll. The decision to permanently exclude a student is a serious one. The decision to exclude a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the College's Behaviour (Standards and Expectations) Policy; and
- where allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College.

The decision to permanently exclude will usually, but not exclusively be the final step in a process for dealing with disciplinary incidents following a range of supportive strategies.

There may be exceptional circumstances where in the Principal's judgement, a student can be permanently excluded for committing a single, serious one-off offence, even if they have no previous history of breaching the College's Behaviour (Standards and Expectations) Policy.

Leaders must endeavour to evidence that reasonable adjustments, appropriate support and relevant alternatives have been considered, implemented and reviewed before deciding to suspend or permanently exclude a pupil where SEND, disability, safeguarding or other vulnerability is relevant.

Leaders will explicitly consider:

- SEND;
- EHCP requirements;
- reasonable adjustments;
- safeguarding concerns;
- mental health needs;
- social worker involvement;
- attendance concerns;
- pupil voice;
- previous interventions.

before significant behaviour decisions are taken.

The Decision

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-College sanctions and interventions or in response to a

serious one-off incident; permanent exclusion. A decision to permanently exclude a student will only be taken as an absolute last resort. It will be exercised strictly in response to a serious breach, or persistent breaches, of this policy, and only when a comprehensive review of all alternative preventative strategies, multi-agency inputs, and internal support systems has been fully exhausted.

The decision to suspend or permanently exclude will be made by the Principal, in accordance with the DfE Guidance (Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement, July 2026).

Review by a Governors' Discipline Committee

For:

- A permanent exclusion;
- a suspension that would bring the student's total number of days out of College to more than fifteen days in one term; or
- a suspension that would result in a student missing a public examination or national curriculum test;

Then a Governor's Discipline Committee will meet within fifteen school days of the notification from the Principal of the suspension/exclusion, to consider whether the student should be reinstated.

The parents/carers may make representations to the Committee, and the parents/carers and the student may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the student is reinstated immediately or from a specific date.

For a **suspension** that would bring the student's total number of days out of College to **more than five but no more than fifteen College days in one term** AND the parents/carers **have** made representations:

- Then a Governors' Discipline Committee will meet within fifty school days of the notification from the Principal of the suspension/exclusion, to consider whether the student should be reinstated.
- The parents/carers may make representations to the Committee, and the parents/carers and the student may attend the Committee.
- The Committee may decide to uphold the suspension, or may direct the student is reinstated immediately or from a specific date.
- For a suspension or permanent exclusion that would result in a student missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

For a **suspension** that would not bring the student's total number of days out of College to **more than five school days in one term** or would not bring the student's total number of days out of College to **more than fifteen College days in one term**:

- Then a Governors' Discipline Committee will consider any representations from the parents/carers, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Governors' Discipline Committee will be arranged by the Clerk to the Governing Board, who will communicate with relevant parties including the student's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the Exclusion Policy WeST.

Following a suspension or permanent exclusion:

- During the first five school days of a suspension or exclusion, the College will set work for the student that is accessible and achievable by students outside of College; or the College may arrange alternative provision for the student
- From the sixth day of a suspension, the College must arrange suitable full-time education for the student.
- From the sixth day of a permanent exclusion, the student's Local Authority must arrange suitable full-time education for the student.

Suspensions

In this guidance the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period.

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for principals and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

This government supports principals in using suspension as a sanction when warranted as part of creating calm, safe, and supportive environments where both students and staff can work in safety and are respected.

To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the College.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a student to access alternative provision which will help ensure an excluded student remains engaged in education.

In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and students to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because student behaviour does not require it.

Any decision of a Principal, including suspension, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Principals should also take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

They should inform the student about how their views have been factored into any decision made.

Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the College's Behaviour Policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

A suspension can also be for parts of the College day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the College premises for the duration of the lunchtime period.

Behaviour Likely to Result in Suspensions

Whilst not an exhaustive list, the following incidents are likely to result in a suspension:

- Repeated refusal to follow reasonable staff instructions
- Persistent disruptive behaviour including failure of Reflection
- Persistent failure to meet College expectations
- Verbal abuse of staff
- Large-scale disruption of corridors and classrooms
- Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff
- Aggressive behaviour or unacceptable conduct towards another member of the College community, including behaviour likely to endanger another's health and safety
- Inappropriate use of electronic devices and/or digital technologies; where the safety and well-being of individuals (staff/students) is compromised and/or the College reputation and or ability to safeguard effectively is negatively impacted
- Inappropriate use of social media; where the safety and well-being of individuals (staff/students) is compromised and/or the College reputation and or ability to safeguard effectively is negatively impacted
- Homophobic, transphobic, biphobic, racist, sexist, disablist behaviour
- Abuse against sexual orientation or gender reassignment
- Hate incident, discriminatory language relating to a protected characteristic
- Deliberate damage to College property
- Under the influence/in possession of drugs/alcohol/other harmful/illegal substances
- Smoking or in possession of cigarettes and associated paraphernalia
- In possession of or use of or distribution of vapes
- Theft
- Malicious allegations against staff and/or students
- Sexual assault or harassment
- Bullying of any sort through any medium
- Behaviours outside the College that compromise the safety of individuals and/or bring the College reputation into disrepute.

Length of Suspension

The length of all suspensions will be decided by the Principal.

In cases where a group of students have collaborated to breach the Behaviour Policy, the length of the suspension for each student will be considered individually.

For suspensions linked to the joint enterprise of students, the length of the suspension will be proportionate to their contribution to the event.

In any case, the length of suspension will be determined by;

- The severity of the incident
- The contribution to the incident by the individual (determined through investigation if appropriate)
- Subsequent escalating behaviours displayed by a student after the decision to suspend has been communicated to them
- Student-specific adjustments linked to SEND needs

- Student-specific adjustments linked to safeguarding needs.

Where a parent refuses to collect their child and their child's behaviour escalates, the length of the suspension may increase.

Where a parent cannot collect their child and their child's behaviour escalates, the length of the suspension may increase.

The length of a child's suspension will never be increased due to the decisions and/or individual circumstances of a parent or carer but may be increased in response to the decision the students makes after the initial communication of the sanction.

Reintegration Meetings – 'Soft Landings'

The student, and their parents/carers are expected to attend a reintegration meeting following the suspension. At these meetings strategies to support the student will be discussed.

Before returning to lessons following a suspension, students will demonstrate a change in their behaviour by attending a reintegration meeting and completing our "onboarding process" or where appropriate either Reset or Reflection.

College staff will determine the use of Reset or Reflection depending upon the initial sanction leading to suspension to provide a 'soft-landing' for the returning student. This allows staff to ensure that the returning student is fully prepared to engage successfully with mainstream lessons.

DfE Guidance and Codes for Suspension

Use or threat of use of an offensive weapon or prohibited item (OW) Includes Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon	Verbal abuse / threatening behaviour against adult (VA) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation <i>Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff</i> <i>Aggressive behaviour or unacceptable conduct towards another member of the School community, including behaviour likely to endanger another's health and safety</i> <i>Malicious allegations against staff and/or students</i>
Abuse against sexual orientation and gender identity (LG) Includes Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics <i>Hate incident, discriminatory language relating to a protected characteristic</i>	Bullying (BU) Includes Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Abuse relating to disability (DS) Includes Derogatory statements or swearing about a disability	Racist abuse (RA) Includes Racist taunting and harassment Derogatory racist statements

Bullying related to disability Disability related graffiti, Disability related taunting and harassment	Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti <i>Hate incident, discriminatory language relating to a protected characteristic</i>
Inappropriate use of social media or online technology (MT) Includes Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media <i>Inappropriate use of social media; where the safety and well-being of individuals (staff/students) is compromised and/or the School reputation and or ability to safeguard effectively is negatively impacted</i>	Sexual misconduct (SM) Includes Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
Wilful and repeated transgression of protective measures in place to protect public health (PH) Includes Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.	Drug and alcohol related (DA) Includes Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse <i>Under the influence of drugs/alcohol Smoking or in possession of cigarettes and associated paraphernalia In possession of or use of or distribution of vapes</i>
Physical assault against pupil (PP) Includes Fighting Violent behaviour Wounding Obstruction and jostling	Damage to property (DM) Includes Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
Physical assault against adult (PA) Includes Violent behaviour Wounding Obstruction and jostling	Theft (TH) Includes Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
Verbal abuse / threatening behaviour against pupil (VP) Includes Threatened violence Aggressive behaviour Swearing Verbal intimidation Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff Aggressive behaviour or unacceptable conduct towards another member of the School community, including behaviour likely to endanger another's health and safety Malicious allegations against staff and/or students	Persistent or general disruptive behaviour (DB) Includes Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely <i>Repeated refusal to follow reasonable staff instructions Persistent disruptive behaviour including failure of Internal Reflection Persistent failure to meet School expectations Large-scale disruption of corridors and classrooms</i>

Behaviours Likely to Result in Permanent Exclusion - 'Lines in the Sand'

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our College.

Examples of behaviours that could lead to permanent exclusion are:

- Persistent disruption of lessons
- Persistent defiance
- Actual or threatened violence against a member of staff
- Serious physical assault of a student/staff member
- Extreme or persistent homophobic, transphobic, biphobic, racist, sexist, disablist behaviour
- Sexual abuse, harassment or assault
- Inappropriate use of social media; where the safety and well-being of individuals (staff/students) is compromised and/or the College reputation and or ability to safeguard effectively is negatively impacted
- Possession, distribution, use of, supplying (inc. suspected to supply) an illegal (prescription or non-prescription) drug on the College premises, as defined in the Drugs Policy
- Possession, distribution, use of, supplying (inc. suspected to supply) alcohol on the College premises
- Being in possession, intent to use, use of an offensive weapon (including BB guns) or unauthorised sharp item (including penknives) on College site or any other items deemed unsafe and with the potential to cause harm to others
- Arson
- Wilful damage of property
- Malicious allegations of staff and/or students
- Persistent bullying of any type through any medium where previous sanctions and support have failed
- Persistent hate incident, discriminatory language relating to a protected characteristic.

The College will consider police involvement for any of the above offences. This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour seriously affects the discipline, safety and well-being of the College.

Please refer to the WeST Exclusion Policy for further information.

Restrictive Interventions and the Use of Reasonable Force

In accordance with the Department for Education's statutory guidance effective from April 2026, Ivybridge Community College recognises that staff may use reasonable force to prevent harm, ensure safety, and maintain good order. This applies to all staff members and covers situations where physical intervention may be necessary to prevent harm, maintain safety, or uphold the discipline and good order of the College.

Ivybridge Community College is committed to creating a safe, calm and respectful environment in which all students and staff can learn and work. The College promotes positive relationships, early intervention and de-escalation strategies to minimise the need for restrictive interventions wherever possible.

A restrictive intervention is any action which restricts a student's movement, liberty or freedom to act independently. This may include physical and non-physical interventions (Seclusion). Reasonable force is one type of restrictive intervention and may be used by staff when it is necessary, lawful, proportionate and in the best interests of maintaining safety.

All members of staff have the legal power to use reasonable force where it is necessary to:

- Prevent a student from causing injury to themselves or others
- Prevent serious damage to property

- Prevent the commission of a criminal offence
- Prevent serious disruption to the good order and discipline of the College
- Maintain the safety and welfare of students, staff and others

Any restrictive intervention, including the use of reasonable force, must:

- Be used only when necessary and as a last resort after appropriate prevention and de-escalation strategies have been considered or attempted, where practicable.
- Be reasonable, proportionate and appropriate to the circumstances and level of risk presented.
- Use the minimum level of restriction and for the shortest time necessary to achieve a legitimate and safe outcome.
- Be carried out in a way that preserves the safety, dignity, privacy and well-being of all concerned.
- Never be used as a punishment, to cause pain, humiliation or distress, or solely to secure compliance with instructions.
- When making decisions about restrictive interventions, staff must consider the individual needs and vulnerabilities of the student, including any Special Educational Needs and Disabilities (SEND), medical conditions, communication needs, neurodiversity, mental health needs, trauma history or safeguarding concerns. Where appropriate, reasonable adjustments and individual risk assessments or support plans should inform practice.

The College recognises that seclusion, restraint and the use of force are safety measures and not behaviour sanctions. They must not be used as an alternative to suspension, permanent exclusion, safeguarding separation or other lawful behaviour-management processes. Where any of these measures are subsequently considered following an incident involving restrictive intervention, leaders will act in accordance with relevant legislation, Department for Education guidance, Keeping Children Safe in Education (KCSIE), and Trust policies and procedures.

Recording, Reporting and Monitoring

In accordance with statutory requirements, any significant incident involving the use of reasonable force must be recorded promptly and accurately in the College's central recording system. Records will include the nature of the incident, the reasons for the intervention, the actions taken, the duration, any injuries sustained and any follow-up actions required.

Parents will be informed of any significant incident involving the use of force or other reportable restrictive intervention as soon as practicable and, wherever possible, on the same day, unless there are lawful safeguarding reasons not to do so.

The College will review and monitor restrictive intervention data to identify patterns, evaluate practice, inform staff training and support the continuous reduction of restrictive interventions through preventative and relational approaches.

Training and Staff Support

Staff who may be required to use reasonable force or other restrictive interventions will receive appropriate training in prevention, de-escalation, risk reduction and safe intervention techniques relevant to their role. The College expects staff to prioritise non-restrictive strategies wherever possible and will support staff following any incident involving restrictive intervention.

The College is committed to ensuring that all restrictive interventions are lawful, necessary, proportionate, recorded appropriately and undertaken in a manner which safeguards the rights, welfare and dignity of every student.

Additional Information

Smoking and Vaping

The College has a 'no smoking' and a 'no vaping' policy which is extended to the local area during College hours and whilst walking to and from the site, or when off site and identifiable as an ICC student and/or when representing the College at external events.

Searching and Screening

DfE guidance states that, "Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item."

College staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to College discipline.

Prohibited items include, but are not limited to:

- Any item of clothing/accessory not permitted in the Uniform Policy
- Knives (including penknives) or weapons (including BB guns)
- Aerosols
- Alcohol
- Illegal drugs
- Prescription drugs
- Stolen items
- Tobacco and cigarette papers – (to include tobacco products, including JUUL, and smoking/vaping paraphernalia)
- Vapes
- Fireworks
- Pornographic images
- Bandanas, masks or anything which could be utilised to conceal identity (unless for medical purposes)
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the student)

Searches will be carried out in accordance with the DfE guidance; [Searching, Screening and Confiscation Advice for schools July 2022.](#)

Online Misbehaviour

College staff can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the College
- It adversely affects the reputation of the College
- The student is identifiable as a member of the College

Sanctions will only be given out on College premises or elsewhere when the student is under the lawful control of a staff member.

Social Media and Online Technologies

This applies to all forms of social media and the use of social media for both College purposes and personal use that may affect the College, students or staff in any way.

All staff are aware of the dangers of social media and students and parents/carers can report any concerns they have to any member of staff who will pass it onto a College Director or senior member of staff at the College.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate student sanctions including Reset, Reflection, suspension and even permanent exclusion:

- Damage to the College or its reputation even indirectly
- Use that encourages and/or incites threatening, aggressive or confrontational behaviour
- Use that may defame College staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- Use that compromises the safety and well-being of staff and students
- Cyber-bullying; The repeated use of electronic communication to compromise the safety and well-being of staff and students including when the perpetrator deems their intentions as harmless banter and/or misconstrued
- False or misleading statements
- Use that impersonates staff, other students or third parties
- Expressing opinions on the College behalf
- Using College logos or trademarks

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the College is in place.

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the Principal will report the incident to the police.

When establishing the facts, College staff will endeavour to preserve any relevant evidence to hand over to the police.

A decision to report the matter to the police will be made by the Principal and whom will make the report.

College staff will not interfere with any police action taken. However, College staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

Sexual Harassment, Sexual Violence, Bullying, Discrimination and Malicious Allegations

The Principal will ensure that all incidents of sexual harassment and/or violence, Bullying, Discrimination and Malicious Allegations are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The College's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

- Students are encouraged to report anything that makes them uncomfortable, however small it may seem.
- The College may manage the incident internally, refer to early help, refer to children's social care, report to police, complete risk and needs assessments, and implement support or separation arrangements where required.
- Where an allegation against staff or students is shown to be deliberately invented or malicious, the College will consider disciplinary action while also considering whether the student making the allegation is in need of help or has made a cry for help.
- If the allegation is in respect of a member of staff then the Principal will contact LADO

Individual Colleges have their own procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to the College Safeguarding Policy and procedure for more information.

Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the College (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate.

The College will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to the College Safeguarding Policy for more information.

Monitoring and Evaluating College behaviour

College staff will employ strategies for the successfully reintegration of students following removal from the classroom, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

Data will be collected on the following:

- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Behavioural incidents, including removal from the classroom
- Use of student support units, off-site directions and managed moves
- Incidents of bullying and discriminatory behaviour
- Anonymous surveys for staff, students and other stakeholders on their perceptions and experiences of the behaviour culture

The data will be analysed from a variety of perspectives including:

- At Trust level
- At College level
- By age group
- By vulnerable group
- By protected characteristic

The data will be used to explore such things as:

- Trends in student attendance and punctuality
- Trends in behaviour at the individual, class and Year Group level
- Relationships between students and their peers
- Relationships between students, staff and their subjects
- The exploration of potential undiagnosed SEND needs
- Relationships between students and the routines being used to secure high standards
- Consistency of staff application
- Success of interventions
- Requirements for system updates

The data will be used to inform the implementation of support interventions including, but not limited to:

- Attendance support plans
- Literacy and numeracy support
- Student timetable modifications
- Behaviour interventions
- Pastoral Support Plans
- Behaviour Support Plan
- Individual Support Plans
- Early Help referrals
- Safeguarding referrals
- Referrals to other outside agencies
- Personal Education Plan (PEP)

The College will work with the Trust to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one College are often too low to allow for meaningful statistical analysis.

The Principal will use data analysis to decide whether investigation is required to ensure that the College is meeting its duties under the Equality Act 2010.

Additional Support to Promote Good Behaviour

Staff Training

As part of their induction process, College staff are provided with regular training on managing behaviour, including training on the needs of the students at the College and how SEND and mental health needs impact behaviour. Behaviour management also forms part of continuing professional development.

Student Training

All students will receive frequent communication about standards and expectations and the systems and procedures that support their achievement of them. Assemblies at the start of every half term and frequent focus during Tutor Times will ensure that they are fully informed and updated.

Punctuality Mentors

For new students, a mentor may be used to support them to navigate the site and to arrive to lessons on time. This support is limited in duration so that independence can be achieved swiftly.

Late Notes

Late notes will be issued to students that will arrive late to lessons for reasons out of their control. Such reasons may include:

- Late release from lesson
- Adjustments made to uniform in Peverall Hall
- Pastoral intervention sessions (counselling, meetings with staff and external agencies etc.)
- Academy commitments
- Medical reasons

Late notes will be handed to the class teacher upon arrival to lessons.

Transition Support Pass

To support individual students with needs pertaining to transition, at the discretion of Senior Leaders, passes may be issued to support their confident and timely navigation of the College site. The correct use of these passes will be monitored daily and reviewed at given time intervals. Inappropriate use of this pass may result in it being removed from the student.

Toilet Pass

Students with known and verified additional needs pertaining to toilet use will be issued a toilet pass by a member of Senior Leadership. The correct use of these passes will be monitored daily and reviewed at given time intervals. Inappropriate use of this pass may result in it being removed from the student.

Inducting Incoming Students

College staff will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and procedures and the wider College culture.

Preparing Outgoing Students for Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the Term or Year.

Behaviour Interventions

Ivybridge Community College is committed to providing support and intervening in order to support parents/carers to improve their child's behaviour. Whenever a child is suspended for a period they will return with a supportive plan, we will employ a range of supportive methods to prevent a further suspension. We will use a range of methods of support and provide intervention where students are struggling to meet College standards and expectations. Support plans will be bespoke to each child and dependent on the severity of behaviour.

Monitoring Processes

If a student is identified as having a collation of demerits, Reflection Room visits or Lunchtime College Detentions, then a Monitoring Programme would be considered. The Class Charts system will be used to identify these trends. These trends may lead to a PACE Interim Report, requesting information from all the student's teachers, a lesson-by-lesson Monitoring Log, or, for instances of poor attendance or truanting, an Attendance Log.

Behavioural Support Plan

This could be used to set specific targets for a student with the aim of directing them towards improving the area in which they are receiving consequences for. This will be reviewed regularly.

Pastoral Support Programme

If a student is at risk of Permanent Exclusion, a meeting will be called to discuss their future at the College. Parents/carers are invited to these meetings along with the student and relevant members of staff from; the College Director, the Pastoral Leader, the Director of SEND and Inclusion and a Senior member of staff where deemed necessary. In some instances, the Education Welfare Officer and representatives from external agencies may be present.

A pastoral support programme is agreed detailing future actions, targets and expected responsibilities. A review process will take place where appropriate and agreed, for example after **four, eight and twelve** weeks.

Keyworker and Outreach Worker

These are staff who are assigned to meet and work with identified students with the aim of addressing the main concerns that are preventing the student from meeting the College expectations and making the progress they are capable of due to this.

Personal Education Plan

This could be used to highlight specific targets and/or interventions to support student education helping to address concerns that are preventing the student from meeting the College expectations and making the progress they are capable of.

External Reflection

External Reflection is part of the College's graduated behaviour response and may be used where previous support, interventions and sanctions have not secured sufficient improvement, or where a more intensive intervention is required. Students attend a supervised educational placement at another WeST secondary school for a temporary period, enabling them to continue learning in a structured environment away from their usual setting. The provision is restorative and supportive, with appropriate educational, pastoral and SEND support maintained throughout. External Reflection is not a suspension but forms part of the College's strategy to promote positive behaviour, accountability and successful reintegration.

Alternative Educational Provision

The College is very proud of its links with other educational establishments and work placements. A flexible education programme can be put into place should it be deemed appropriate following meetings with senior staff at the College.

Inclusion Base / Internal Alternative Provision

The Inclusion Base and internal alternative provision provide targeted support for students experiencing difficulties with behaviour, attendance, emotional regulation, engagement or learning. Placements are planned, time-limited and focused on overcoming barriers and supporting a successful return to mainstream learning or other appropriate provision. Each placement will include clear objectives, review arrangements, curriculum continuity, safeguarding and SEND considerations, parental involvement and reintegration planning.

Off-site Direction (Directed Package):

In line with the DfE statutory updates (June 2026), the Principal retains the lawful power to direct a student off-site to another educational setting or Multi-Academy Trust (MAT) provision where this is in the student's best interests and is likely to improve behaviour. Off-site direction is a temporary preventative intervention, not a punishment for previous misconduct. It will only be used where appropriate interventions within College have been unsuccessful or unsuitable. The College will maintain written records, consult with parents/carers and relevant agencies, share necessary information with the receiving provider, and review placements regularly to support successful reintegration.

Where a student has identified Special Educational Needs and/or Disabilities (SEND), the College will ensure that any off-site direction is planned and implemented in accordance with the Equality Act 2010, the SEND Code of Practice and any Education, Health and Care Plan (EHCP). The College will consider whether unmet SEND needs, disability-related factors or insufficient support may be contributing to the behaviour concerns before an off-site placement is arranged. Appropriate SEND provision, reasonable adjustments, support strategies and safeguarding arrangements will be shared with the receiving provider to ensure continuity of support. Where a student has an EHCP, the Local Authority will be informed and involved as required. Progress, attendance, well-being and the effectiveness of the placement will be regularly reviewed, with the aim of supporting successful reintegration into mainstream provision wherever appropriate.

Managed Moves:

A managed move is a voluntary process leading to permanent transfer to another mainstream school. It may be used only where in the student's best interests and agreed by parents, the home school and the admitting authority of the receiving school. Managed moves must not be coerced, used as punishment, used as a trial move or presented as the only alternative to permanent exclusion. A student must not be permanently excluded because parents or the student refuse a managed move. Where the student has an EHCP, the Local Authority must be contacted before any move is agreed so statutory amendment procedures can be followed.

All such processes will strictly adhere to local in-year admissions protocols and cannot be used to bypass standard admissions legislation.

Where a student has identified Special Educational Needs and/or Disabilities (SEND), the College will ensure that any Managed Move is planned and implemented in accordance with the Equality Act 2010, the SEND Code of Practice and any Education, Health and Care Plan (EHCP). Before a Managed Move is considered, the College will review whether unmet SEND needs, disability-related factors or additional support requirements may be contributing to the student's difficulties and ensure that appropriate interventions and reasonable adjustments have been explored.

The student's SENDCo will be involved in the planning process where appropriate, and relevant SEND information, provision maps, risk assessments and successful support strategies will be shared with the receiving school to ensure continuity of provision. Where a student has an EHCP, the Local Authority will be consulted before any move is agreed so that statutory processes can be followed and suitable provision secured. A Managed Move must only take place where it is in the student's best interests and where all parties, including parents/carers

and the receiving school, have provided informed agreement. The College will work closely with the student, family and receiving school to support a successful transition and sustained placement.

Safeguarding Separation

Safeguarding Separation is a temporary, non-disciplinary safeguarding measure that may be authorised where a student's immediate presence on site presents an unmanageable risk to their own safety or that of others. It is not a suspension, exclusion or behaviour sanction. Appropriate education will be provided from the first day, parents/carers will be informed, and safeguarding partners will be involved as required. The measure will be regularly reviewed, with risk assessments and reintegration planning completed before a return to normal provision where appropriate.

(Appendix A) – Key Terminology aligned with WeST Policy

Term	Meaning in this policy
Student / pupil	Any individual enrolled at Ivybridge Community College in Key Stages 3, 4 or 5. Statutory guidance usually uses the term pupil; the College usually uses student.
Parent(s)	Parents, carers, any person with parental responsibility and any person who has care of the child. For looked-after children this includes the Local Authority where relevant.
Positive behaviour	Conduct that supports learning, safety, belonging and College values. Examples include punctuality, respect, kindness, compassion, good manners, integrity, working hard, aspiration and following expectations.
Poor behaviour	Conduct that falls below the standard reasonably expected, including disruption, poor attitude, defiance, lateness, uniform breaches, unsafe or unkind conduct.
Serious poor behaviour	Repeated breaches or serious incidents such as bullying, discriminatory behaviour, sexual violence or harassment, vandalism, theft, fighting, smoking or vaping, possession of prohibited items, drugs, alcohol, weapons, or behaviour that jeopardises safety.
Removal	A disciplinary measure where a student spends limited time out of the classroom under staff direction but remains on site and in education. Removal is not a statutory suspension.
Reset	A local Ivybridge removal route for limited disruption or repeated breaches, normally for two consecutive lesson blocks plus the following break or lunchtime.
Internal Reflection	A time-limited, supervised on-site disciplinary response in which a student is removed from their normal timetable but continues education on College premises. It is not a statutory suspension.

Term	Meaning in this policy
External Reflection	A supervised equivalent provision using another WeST secondary school's Reflection facilities, where appropriate, as a supportive measure to improve behaviour and/or as an alternative to suspension.
Suspension	A statutory fixed-period exclusion from College on disciplinary grounds. It may be for one or more fixed periods, up to a maximum of forty-five school days in an Academic Year.
Permanent exclusion	Permanent exclusion from the College, used only where the legal threshold is met and as a last resort.
Safeguarding separation	A non-disciplinary measure to temporarily forbid attendance on safeguarding grounds where separation is essential. It is not a suspension.
Inclusion Base / Internal Alternative Provision	A planned, time-limited, College-based provision within a graduated response, designed to support regulation, re-engagement and reintegration.
Off-site direction	A temporary preventative measure requiring attendance at another education setting to improve future behaviour. It is not punishment for past misconduct.
Managed move	A voluntary, permanent transfer to another mainstream school, agreed by all parties and used only where it is in the student's best interests.
Seclusion	Supervised confinement and isolation of a student in an area from which they are prevented from leaving of their own free will. Seclusion is not a disciplinary sanction under this policy.

(Appendix B) Considerations before Suspension or Permanent Exclusion

Considerations:
Has the incident been investigated and relevant evidence considered?
Has the student been given an opportunity to provide their account unless inappropriate or impracticable?
Has the balance of probabilities been applied?
Have SEND, disability, Equality Act duties, Public Sector Equality Duty and reasonable adjustments been considered?
Have safeguarding, child protection, exploitation, mental health, attendance and known vulnerabilities been reviewed?
Have the SENDCo, DSL, social worker, Virtual School Head or external agencies been involved where relevant?
Have graduated response strategies, pastoral support, Inclusion Base/internal AP, Reset, Reflection, External Reflection or other alternatives been considered where appropriate?
Is the proposed sanction lawful, reasonable, proportionate and necessary?
Has the decision rationale been recorded contemporaneously?

Appendix C: Summary of Behaviour Routes and Safeguards

Route	Purpose	Key safeguards
Warning / Demerit	Immediate response to low-level behaviour, uniform, equipment or work concerns.	Clear reason, opportunity to correct, recorded where appropriate, patterns monitored.
Reset	Limited on-site removal for disruption or repeated breach.	Two blocks plus following break/lunch, education continues, five-minute arrival expectation, parent informed where required, repeated use triggers review, escalation thresholds clear, SEND triage.
Internal Reflection	Time-limited, supervised internal disciplinary response.	Five blocks plus following two breaks/lunches, Parent informed, Education continues, phone submitted, support to complete sanction, escalation thresholds clear, SEND triage.
Internal Suspension	Time-limited, supervised internal disciplinary response to escalated behaviours.	Parent informed, remain on-site until 4.30pm – parent to collect, Education continues, phone submitted, support to complete sanction, escalation thresholds clear, SEND triage.
External Reflection	ICC used as part of targeted intervention. WeST alternative to suspension using another secondary school's supervised Reflection.	Purpose, placement, safeguarding and transport considered; education continues.
Suspension	Formal temporary exclusion for disciplinary reasons.	Written notice, LA/Trust/WCC notification thresholds, first-five days work, day-six provision, reintegration planning.
Safeguarding separation	Temporary non-disciplinary separation for safeguarding.	DSL-led, rare, necessary, time-limited, parents informed, WCC notified, education and reintegration recorded.
Inclusion Base / Internal AP	Graduated support to prevent escalation and aid reintegration.	Entry/exit criteria, outcomes, review points, SEND/safeguarding, curriculum continuity, reintegration plan.
Off-site direction	Temporary placement to improve future behaviour.	Written notice, objectives, reviews, WCC oversight, information sharing, reintegration planning.
Managed move	Voluntary permanent transfer in student's best interests.	Agreement from all parties, no coercion, admissions compliance, EHCP procedures, information sharing.
Permanent exclusion	Permanent removal from the College as last resort.	Legal threshold met, DCEO consulted, GDC and IRP rights, record of alternatives and vulnerabilities considered.

Version History

Version	Date	Notes
1.0	July 2025	Behaviour Policy (2025 – 2026) 2 Changes: • Update to External Reflection • Changed reset from three to two blocks and a break
2.0	July 2026	Behaviour Policy (2026 – 2027) Significant updates to the Behaviour Policy to align with new legal regulations, from the Department for Education (DfE) statutory guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, introducing key changes to off-site directions, managed moves, and safeguarding protocols.