

# **Behaviour Policy**

## **2023 - 2024**



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## Foreword

"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 Colleges. 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 38 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 and discipline in Colleges: advice for Principals and College staff 2016](#)
- [Behaviour in Colleges: advice for Principals and College staff 2022](#)
- [Searching, screening and confiscation at College 2018](#)
- [Searching, screening and confiscation: advice for Colleges 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained Colleges, academies and student referral units 2017](#)
- [Suspension and permanent exclusion from maintained Colleges, academies and student referral units 2022](#)
- [Use of reasonable force in Colleges](#)
- [Supporting students with medical conditions at College](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Other policies to be considered in conjunction with this policy:

- [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 \(ICC\)](#)
- [Exclusions Policy \(WeST\)](#)
- [Complaints Policy and Procedure \(WeST\)](#)

## Purpose

The consistent aims of our Standards and Expectations 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. Our Standards and Expectations support our PACE approach and the Ivybridge Way.

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

## Definitions

*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:
  - o Sexual comments.
  - o Sexual jokes or taunting.
  - o Physical behaviour like interfering with clothes.
  - o 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:
  - o Knives or weapons.
  - o Alcohol and illegal drugs.
  - o Stolen items.
  - o Tobacco and cigarette papers and vapes.
  - o Fireworks.
  - o Pornographic images.

PACE is the College approach that supports our "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 good reputation of the College.

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 on a rota 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.

Roll Call starts at 0845 on the designated day for each year group 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 our PSHE strategy.

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 0845, 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:
  - o Knowing the individual needs of their students and preparing lesson delivery accordingly.
  - o Creating a seating plan that maximises their ability to support every student.
  - o Providing high-challenge learning experiences for all students.
  - o 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.
  - o Ensuring that student uniform is correct prior to entry to lessons.
  - o Displaying a 'Silent Starter' retrieval activity that allows students to engage as soon as they enter the classroom.
  - o Establishing clear routines.
  - o Use common college strategies such as "Pens down. Eyes on me and silence...in..3, 2, 1."
  - o Show respect to students and develop a safe, secure and purposeful environment.
  - o Permitting students to use the toilet, one at a time, by issuing them with their toilet lanyard.
  - o Circulating the classroom; maximise the efficiency and effectiveness of their support of students
  - o Communicating expectations of behaviour in ways other than verbally.
  - o Highlighting and promoting good behaviour.
  - o Using the rewards procedures to encourage positive behaviours.
  - o Following the College procedure for dealing with low-level disruption.
  - o Ensuring that lessons finish on time, every time so that students can arrive promptly at their next lesson
  - o Threshold; Securing calm, orderly lesson exits so that students enter the corridors in a safe and purposeful manner.

### 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 expectations linking to our **PACE** approach.

<b>Pride and presentation</b>	Arrive on time to lessons, correct uniform, essential equipment
<b>Attitude</b>	To focus on your own work
<b>Conduct</b>	To follow staff instructions first time, respect others and the environment
<b>Effort</b>	No opt out – work hard

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 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 a MyPlan
- 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 toilet before school, during break and lunchtimes and after school.

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, wellbeing 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 5 minutes movement time plus 1-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 6-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 equipment:

- A clear pencil case, containing;
  - o 1 pencil
  - o 1 Sharpener
  - o 1 ruler – clear rulers are recommended for Mathematics, Science and Design Technology
  - o 1 rubber
  - o 1 black or blue pen
  - o Student Planner – with timetable copied into it
  - o Scientific Calculator - our Mathematics Department recommends the [Casio fx-83GTCW-W model](#)
  - o Reading Book

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 corridor patrol 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.



## Mobile Phones/Earphones/AirPods and other Connected Devices

During the College day and at any time on school site, mobile phones and connected devices must be switched off and stored out of sight.

We operate a 'See it. Hear it. Lose it' approach.

If seen and/or heard after 8:45am, mobile phones will be confiscated as follows:

- 1<sup>st</sup> breach – confiscated until the end of the day
- 2<sup>nd</sup> breach – confiscated until the end of the day and with phone call home
- 3<sup>rd</sup> breach – confiscated with phone call home and returned to parents/carers only
- Continued breaches – mobile phone handed to reception each morning or kept at home under parent/carer direction

College procedures will follow DFE guidance on the confiscation of mobile phones.

Responsibility for the safekeeping of the phone belongs to the student

If a student refuses to hand their mobile phone or other device over when asked, they will be sent to Reflection

Continued refusal to submit their phone whilst in Reflection will result in the student being suspended.

Parents are urged not to contact their children on their mobile phones during the school day.

As it is the students' responsibility to ensure that their mobile devices are on silent and stored away, texts and calls received from parents and carers may result in their child being sanctioned if the phone is heard and/or seen.

In cases of emergency, parents and carers should contact the reception.

*Sixth Form students are permitted to use their devices in the designated Sixth Form Area (Common Room and Sixth Form study areas) only.*

*Sixth Form students are not permitted to use their mobile phones:*

- 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 school.*

## Truancy

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

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

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

- Arriving after 6 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 Policies)
- Taking part in any College organised or College related activity
- Wearing College uniform
- In some way identifiable as a student of the College.



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 PACE strategy begins with an informal approach. 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 ClassChart system for the areas of PACE as well as positive contributions towards the College.

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

- Tutor Award- 100 points
- College Director/Pastoral Leader Award- 150 points
- Senior Leadership Award - 200 points
- Principal Award - 250 Points
- Chief Executive Officer Award - 500 points

### **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.

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 (SEN). 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.

### **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 (EHC) plan, 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:

- 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 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 SLT, and the SENDco. For more information about SEND see [SEND Policy \(ICC\)](#).

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 Principal 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 co-ordinator (SENCO) 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 Principal will cooperate with the local authority and other bodies. If College staff have a concern about a student with an EHC plan's behaviour, the Principal will make contact with the local authority to discuss the issues.

If appropriate, the Principal 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 Principal 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 headteacher 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 headteacher 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 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 the sanction of either Reset or Reflection
- Detentions
- External Reflection
- Suspension
- Confiscation
- Permanent exclusion

Suspension 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 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 students' 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 school without their essential equipment.



## Removal from classrooms – Reset and Reflection

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 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.

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 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 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 1st 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 2 consecutive lessons plus the following break or lunchtime.

Students are given 5 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

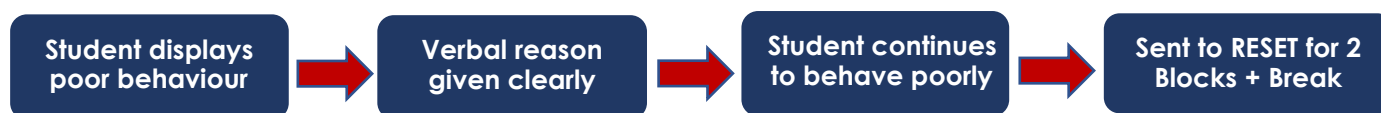
Examples of behaviour between lessons includes but is not limited to:

- 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 2 consecutive lessons plus the following break or lunchtime.

Students have 5 minutes to arrive at Reset.

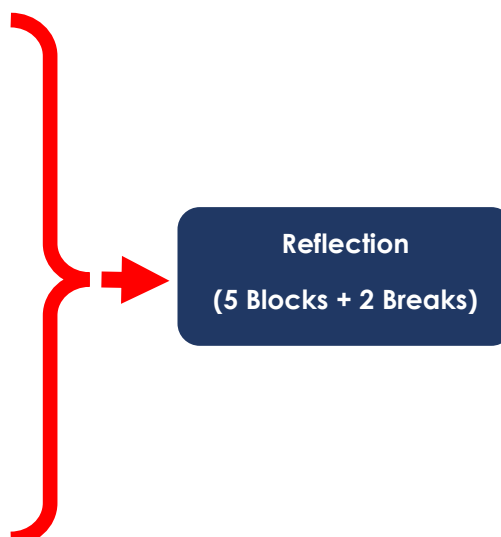


## Internal Reflection

Internal Reflection may be sanctioned 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:
  - o Unsafe
  - o Threatening
  - o Abusive
  - o Discriminatory
  - o Confrontational
  - o Bullying (See Anti-Bullying Policy)
- Inappropriate behaviour in the community
- Inappropriate behaviour on College trips and visits



## Arrival at and Conduct in Reset and Reflection

Upon arrival at Rest and Reflection, students will:

- Submit their mobile phone for safeguarding purposes
  - o 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 supported to complete their sanctions successfully.

Two initial warnings will be issued for poor behaviour in Reset and Reflection.

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-Suspension Call being made to parents and carers. This is an opportunity for parents and carers to speak with their child and support a successful outcome.

A fourth event of poor behaviour in Reflection will result in the sanction being escalated to suspension.

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

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 throughout.

## **SEND Students in Reset and Reflection**

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 My Plan 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 My Plan and EHCP documents will be provided in Reset where appropriate so that they are given the best possible chance of success.

## **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. However, the College will act reasonably when imposing a detention.

Where the detention is outside College hours, After College Detention (ACD – 50 minutes duration), parents and carers will receive 24-hours' notice in writing, via email. 24-hours' notice will not be given for a Break College Detention (BCD – 20 minutes duration). The College will ensure that reasonable time is given for the student to eat, drink and use the toilet.

## **External Reflection**

As part of the WeST strategy, we have the opportunity to use the Internal Reflection facilities within other secondary schools in our MAT, which we will refer to as External Isolation. This is as an alternative to a Suspension (fixed-term exclusion). This means that students serve a day of External Reflection in one of the MAT Colleges. This will allow the student to still complete work in a supervised learning environment. Transport will be provided if appropriate.

## 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.

### 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 45 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 school 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.

### The Decision

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

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement, September 2022).

### The Process

When a Headteacher decides to suspend or permanently exclude a student, they will inform the student's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.

The Headteacher will then formally notify the student's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the student to return to school. (This may be by email if they have given written consent for notice to be sent this way).

Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

### Review by a Governors' Exclusions Committee

For:

- A permanent exclusion;
- a suspension that would bring the student's total number of days out of school to more than 15 days in one term; or
- a suspension that would result in a student missing a public examination or national curriculum test:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher 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 school to **more than 5 but no more than 15 school days in one term** AND the parents/carers **have** made representations:



- Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher 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 school to **more than 5 school days in one term** or would not bring the student's total number of days out of school to **more than 15 school days in one term**:

- Then an Exclusions 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 Exclusions Committee will be arranged by the Clerk to the Governing Body, 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 [WeST Exclusion policy](#).

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set work for the student that is accessible and achievable by students outside of school; or the school may arrange alternative provision for the student
- From the 6th day of a suspension, the school must arrange suitable full-time education for the student.
- From the 6th 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 headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

This government supports headteachers in using suspension as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils 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 pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

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 pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education.

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

Any decision of a headteacher, 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.



Headteachers should also take the pupil'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 pupil about how their views have been factored into any decision made.

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

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

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school 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 social media; where the safety and wellbeing 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 Headteacher.

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 completing 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

<b>Use or threat of use of an offensive weapon or prohibited item (OW) Includes</b> 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	<b>Verbal abuse / threatening behaviour against adult (VA) Includes</b> 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>
<b>Abuse against sexual orientation and gender identity (LG) Includes</b> 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>	<b>Bullying (BU) Includes</b> Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
<b>Abuse relating to disability (DS) Includes</b> Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment	<b>Racist abuse (RA) Includes</b> Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti  <i>Hate incident, discriminatory language relating to a protected characteristic</i>
<b>Inappropriate use of social media or online technology (MT) Includes</b> 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 wellbeing of individuals (staff/students) is compromised and/or the School reputation and or ability to safeguard effectively is negatively impacted</i>	<b>Sexual misconduct (SM) Includes</b> Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
<b>Willful and repeated transgression of protective measures in place to protect public health (PH) Includes</b> 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.	<b>Drug and alcohol related (DA) Includes</b> Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse  <i>Under the influence of drugs/alcohol</i> <i>Smoking or in possession of cigarettes and associated paraphernalia</i> <i>In possession of or use of or distribution of vapes</i>
<b>Physical assault against pupil (PP) Includes</b> Fighting Violent behaviour Wounding Obstruction and jostling	<b>Damage to property (DM) Includes</b> Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
<b>Physical assault against adult (PA) Includes</b> Violent behaviour Wounding Obstruction and jostling	<b>Theft (TH) Includes</b> Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
<b>Verbal abuse / threatening behaviour against pupil (VP) Includes</b> Threatened violence Aggressive behaviour Swearing Verbal intimidation	<b>Persistent or general disruptive behaviour (DB) Includes</b> Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely  <i>Repeated refusal to follow reasonable staff instructions</i>



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	<i>Persistent disruptive behaviour including failure of Internal Reflection</i> <i>Persistent failure to meet School expectations</i> <i>Large-scale disruption of corridors and classrooms</i>
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## 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 wellbeing 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 wellbeing of the College.

Please refer to the WeST Exclusion policy for further information. [WeST Exclusion policy](#)

## Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students.

All members of College staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## **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.

### **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:
  - o to commit an offence, or
  - o 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**

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 and 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 wellbeing of staff and students
- Cyber-bullying; - The repeated use of electronic communication to compromise the safety and wellbeing 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.

If a decision is made to report the matter to the police, the Principal will make the decision for who makes 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.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The Principal will ensure that all incidents of sexual harassment and/or violence 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.

Individual Colleges have their own procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. 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 successful 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
- PACE Plan
- My Plan
- Early Help referrals
- Safeguarding referrals
- Referrals to other outside agencies

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
- 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 ClassCharts 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.

## **PACE 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, the 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.

The 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.



## **PACE 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.

## **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.