



# BEHAVIOUR POLICY

**Presented to:**

**Local Governing Committee  
9 July 2024**

Date approved: <sup>1</sup>	14 March 2017
Date reviewed: <sup>2</sup>	9 July 2024
Date of next review: <sup>3</sup>	Summer 2027

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<sup>1</sup> This is the date the policy was approved by the meeting

<sup>2</sup> This is the date the policy was reviewed prior to its approval above

<sup>3</sup> This is the date as set by the policy review clause or the date approved plus three years



## Behaviour Policy

*This Behaviour Policy reflects DfE guidance and complies with Section 89 of the Education and Inspections Act 2006.*

### Contents

Section		Page
1.0	Introduction	3
2.0	Aims	3
3.0	Legislation, Statutory Requirements and Statutory Guidance	3
4.0	Procedures	4
5.0	Involvement of Outside Agencies	4
6.0	Consultation	4
7.0	Roles and Responsibilities	4
8.0	Behaviour Curriculum	6
9.0	Safeguarding	8
10.0	Responding to Good Behaviour	8
11.0	Responding to Misbehaviour	9
12.0	Recording, Monitoring and Evaluating Behaviour	10
13.0	Sanctions	10
14.0	Serious Sanctions	11
15.0	Suspected Criminal Behaviour	15
16.0	Joint Enterprise	15
17.0	Behaviour Beyond the College Gates	15
18.0	College Trips and Visits	15
19.0	Online Misbehaviour	16
20.0	Mobile Phones	16
21.0	False and Malicious Allegations	16
22.0	Responding to Misbehaviour from Students with SEND	16
23.0	Responding to Misbehaviour from Children In Care	18
24.0	Supporting Students Following a Sanction	18
25.0	Internal and External Agency Support	18
26.0	Physical Intervention	18
27.0	Searching and Confiscation	19
28.0	Use of CCTV	22
29.0	Sexual Harassment and Sexual Violence	22
30.0	Staff Training	22
31.0	Links with other Policies	22
32.0	Review	23

## 1.0 Introduction

- 1.1 This policy is underpinned by our 3 College values: Respect, Responsibility and Excellence.

Arthur Mellows is totally committed to the concept that everyone within our College should feel safe, content and supported. A culture of good behaviour for learning where no student is allowed to compromise the safety or disrupt the learning of others is paramount in any successful school. It is our clear intention that parents/carers, staff and students work together to ensure all of this throughout a student's journey through our College.

We do not accept any form of bullying and discrimination (see Anti-Bullying policy for Students). Incidents will be dealt with promptly and strongly.

- 1.2 Our curriculum will support our aims by teaching students a 'behaviour curriculum' whereby students understand what we mean by 'good' behaviour - their responsibilities, and our expectations regarding their role in the College along with the consequences of the decisions they make.

## 2.0 Aims

This policy therefore aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Outline College expectations regarding 'good' behaviour and the consequences for negative, or misbehaviour both in and out of College.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values of 'respect, responsibility and excellence' as well as the expectations of the College's behaviour curriculum
- Provide a consistent approach to behaviour management that is applied equally and fairly to all students with the intention being to encourage a culture of self-discipline.
- Establish our expectations regarding the roles of students, parents/carers, staff and Governors.

## 3.0 Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their Behaviour Policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **4.0 Procedures**

The Head of College and senior leadership team in consultation with staff will develop the procedures from this policy. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treating every member of the College equally. Each member of the College community has a responsibility towards the whole community.

## **5.0 Involvement of Outside Agencies**

The College works positively with external agencies (eg educational welfare, health services etc). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **6.0 Consultation**

Staff and students are consulted about what constitutes good behaviour.

Students receive regular reminders and updates about rewards, rules and sanctions.

## **7.0 Roles and Responsibilities**

### **7.1 The Local Governing Committee**

The Local Governing Committee is responsible for reviewing, monitoring and approving this Behaviour Policy's effectiveness and holding the headteacher to account for its implementation.

### **7.2 The Head of College**

The Head of College is responsible for:

- Ensuring that the College environment encourages good behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the College's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding Policy to offer students both sanctions and support when necessary.
- Ensuring that positive and negative behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 12).

### **7.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.

- Implementing the Behaviour Policy consistently.
- Communicating the College's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the College culture and how they can uphold rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the College's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

#### 7.4 Parents and Carers

Parents/carers have a responsibility to work in partnership with the College in maintaining high standards of behaviour.

Parents/carers are expected to sign the Home College Agreement and are encouraged to work with the College to ensure that their children understand and contribute to the maintenance of a safe and secure College environment. We expect parents/carers to support us in ensuring that their children's behaviour does not impinge on the learning of others by reinforcing messages regarding expectations of good behaviour. Parents/carers are entitled to an explanation of actions taken by the College in terms of maintaining excellent behaviour and discipline in the College.

Therefore, parents/carers, where possible, should:

- Get to know the College's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the College's Behaviour Policy.
- Inform the College of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the College promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the College directly, while continuing to work in partnership with the College.
- Take part in the life of the College and its culture.

The College will endeavour to build a positive relationship with parents/carers by keeping them informed about developments in their child's behaviour and the College's policy, and working in collaboration with them to tackle behavioural issues.

#### 7.5 Students

Through our behaviour curriculum, students will be made aware of our expectations regarding good behaviour, respect, responsibility and consideration of others (see section 8).

This will be explained during induction and reinforced in assemblies and professional tutor time along with an awareness that:

- Students have a duty to follow the Behaviour Policy.
- Students can earn rewards for meeting the behaviour standards.
- Students will face consequences if they don't meet the standards.
- Pastoral support is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the College's Behaviour Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for students who are mid-year arrivals.

Where necessary, support plans will be put into place to help students improve, with parents/carers invited into the College to formulate the plan if appropriate.

## 8.0 Behaviour Curriculum

The College's behaviour curriculum is a summary of our expectations for student conduct and is underpinned by our values of 'Respect, Responsibility and Excellence'.

<b>As an AMVC student, I will do whatever it takes to create a safe environment which respects the rights of others. I will make sure that I:</b>	<b>What do we NOT want to see at AMVC?</b>
<p><b><u>In the College / local community</u></b></p> <p>Arrive on time to College</p> <p>Respect College property</p> <p>Wear the correct uniform smartly throughout the day</p> <p>Enter College calmly and quietly, greeting staff</p> <p>Listen to members of staff and follow instructions without challenge - politely and calmly, being responsible for my actions</p> <p>Interact with staff and students politely</p> <p>Do not make physical contact around College or in lessons</p> <p>Have my phone off and in my bag (if bringing it to College)</p> <p>Am an ambassador for the College at all times. Leaving the College and making my way home in a responsible way</p> <p>If travelling on public transport, respect those around me. Obeying rules and instructions, disposing of litter correctly and not defacing property</p> <p><b><u>In lessons</u></b></p> <p>Greet staff on the door when entering classrooms</p>	<p>Vandalise or deface any College property (equipment, books, building etc.), drop litter or enter areas that are out of bounds</p> <p>Question or challenge instruction</p> <p>Insulting, undermining or swearing</p>

<p>Arrive on time to all lessons</p> <p>Enter classrooms quietly, calmly, greeting staff, remove coat / outdoor items and sit down (IN – OFF – OUT)</p> <p>Bring all the equipment I need for my learning</p> <p>Respect each other (staff and students) both verbally and non-verbally</p> <p>Be silent when instructed</p> <p>Show respect for my learning and that of others</p> <p>Try my best in all tasks and be an active learner - SLANTing (sitting up, listening, articulating / answering, nodding, tracking) at all times</p> <p>Ask for help if I don't understand</p> <p>Avoid all distractions, putting away things not required for the lesson</p> <p>Avoid leaving the lesson – using the toilet and first aid at break times</p> <p>Always complete homework on time and to an excellent standard</p> <p><b><u>Assemblies</u></b></p> <p>Be silent when entering assembly</p> <p>Sit with my tutor group</p> <p>Leave as instructed by staff</p> <p><b><u>Moving between lessons</u></b></p> <p>Move between lessons purposefully and calmly</p> <p>Keep left on corridors and staircases</p> <p>Go to my locker before or after College, or at the start / end of break times</p> <p><b><u>Breaktimes</u></b></p> <p>Place litter in bins</p> <p>Be respectful to staff and students</p> <p>Remain in designated areas</p> <p>Use the toilets appropriately</p>	<p>Eating, chewing or drinking in lessons – only water</p> <p>Leaving lessons to use the toilet frequently (unless medical card is issued)</p> <p>Physical contact, running, shouting or banging on windows / doors</p> <p>Going to lockers between lessons</p> <p>Being in large groups</p> <p>Groups in the toilets or socialising in the toilets</p>
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Follow the instruction of duty staff calmly and politely, using a calm voice and passive body language	
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## 9.0 Safeguarding

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

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

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

Please refer to our Safeguarding Policy for more information.

## 10.0 Responding to Good Behaviour

Our College ethos promotes encouragement and positive celebration which is central to the promotion of good behaviour. Recognition and reward are a means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued. Integral to this is an emphasis on praise, both informal and formal, to individuals and groups.

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

Positive reinforcements and rewards will be applied clearly and fairly to support the routines, expectations and norms of the College's behaviour culture.

Examples of rewards for good behaviour that will be used include:

- Verbal praise by staff.
- Communicating praise to parents/carers via a phone call or written correspondence.
- Positive points from the College's Management Information System (MIS).
- Celebration assemblies.
- Celebration breakfast / lunches.
- Early lunch / skip the queue passes.
- Certificates / trophies / medals.
- Head of College Commendations.
- Prizes (vouchers etc).
- Whole class or Year Group reward events such as a popular activity.
- Celebration days.

10.2 Students will be rewarded both collectively and individually for adhering to College standards and expectations. Rewards will be managed by Heads of Year, Pastoral teams and will be meaningful and age appropriate.

10.3 Praise and rewards will be used to motivate students much more frequently than negative consequences. This builds a culture of achievement and success and also allows for the positive reinforcement of acceptable and advantageous behaviours.

10.4 The praise and rewards employed by staff will aim to constantly reinforce the core values and character traits which are prioritised throughout the College.

10.5 Teachers at Arthur Mellows also recognise that praise must be precise and skilfully delivered.

- 10.6 Praise should be focused upon character and effort (rather than achievement) and explicitly linked to the value or behaviour the teacher is seeking to reinforce. The ratio of acknowledgments and praise to correction or criticism is also carefully considered by teachers with a clear determination that every child hears far more acknowledgment that they are doing the right thing and praise for their actions than any correction or criticism they may require
- 10.7 It is important that sufficient time is given in each lesson, each school day and each school week to have conversations and announcements about character and values which positively reinforce, through praise and reward, the behaviours, attitudes and expectations every student must demonstrate in order for the whole community to be successful. In every Year Group, the relevant Head of Year (supported by SLT) is responsible for ensuring the frequency, regularity and effectiveness of praise and reward.

## **11.0 Responding to Misbehaviour**

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

- 11.1 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.
- 11.2 De-escalation techniques, can be used to help prevent further behaviour issues arising.
- 11.3 All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- 11.4 Students will be expected to take responsibility for their own behaviour. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.
- 11.5 Responses to student behaviours that are not appropriate or unacceptable will be sensitive considering their age, development and motivation for the behaviour.
- 11.6 Discussions with students will take place as to why the behaviour was not acceptable, respecting their level of understanding and maturity and include how a child can find a resolution and move forward.
- 11.7 Staff, where possible, will also consider what strategies and support could be offered to help the student meet behaviour standards in the future.
- 11.8 Staff will support students in developing empathy and students will be asked to apologise if appropriate.
- 11.9 We may ask parents/carers to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and College.
- 11.10 In some cases, we may request additional advice, support or intervention from other professionals, such as an educational psychologist or early intervention from the Police Safer Schools Officer (see section 25).
- 11.11 In line with KCSIE, we keep confidential records on any prejudicial behaviour that has taken place.

## **12.0 Recording, Monitoring and Evaluating Behaviour**

- 12.1 Most minor classroom issues do not have to be formally recorded as they are being dealt with as part of everyday classroom management strategies.
- 12.2 All other behavioural issues are recorded on the College's MIS. All issues dealt with by the Pastoral Team are formally recorded on the student's behaviour record. The data provided leads to detailed analysis and reporting of behaviour in the College to SLT and Governors.
- 12.3 The College will collect data on the following:
- Behavioural incidents, including removal from the classroom.
  - Attendance, permanent exclusions and suspensions.
  - Use of student support units, off-site directions and managed moves.
  - Incidents of searching and confiscation.
  - Perceptions and experiences of the College's behaviour culture for staff, students and other stakeholders (via anonymous surveys).
- 12.4 The data will be analysed from a variety of perspectives including:
- At school level.
  - By age group.
  - At the level of individual members of staff.
  - By time of day/week/term.
  - By protected characteristic.
- 12.5 The College will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the College will review its policies to tackle them.

## **13.0 Sanctions**

In order to maintain high standards, the College may use sanctions in response to unacceptable behaviour. The sanctions used will be reasonable and proportionate to the behaviour or context of the behaviour and the age of the student. Sanctions will be used consistently and will be clearly communicated to both students and parents/carers along with the reason for them. Account will be taken of individual needs and the needs of others.

- 13.1 Decision making at the College is hierarchical.
- 13.2 Low level incidents are often dealt with by classroom teachers and the Pastoral Team.
- 13.3 Any incident which leads to a tangible sanction (pastoral detention, behaviour report, exit from class, internal exclusion) are reviewed by Middle Leaders or the Pastoral Team under the guidance of the members of the SLT responsible for behaviour.
- 13.4 All incidents which lead to suspensions are dealt with by the SLT. Re-entry meetings will be chaired by either the Head of Year, a member of the SLT, the Head of College or a Governor. Students at risk of permanent exclusion may involve a Governor re-entry meeting which will always involve the Head of College and/or a Senior Leader
- 13.5 The College has a range of sanctions which will be applied with varying degrees of frequency and severity.

13.6 Some examples are as follows:

- Verbal reprimand.
- Email/letter home.
- Negative behaviour points.
- Moving student seats.
- Telephone call to parents/carers.
- Subject / Tutor / HOY / SLT Report.
- Loss of privileges.
- Agreeing a behaviour contract.
- \*Exited to the department 'buddy' room.
- \*Sent to IS1 (Silent Study).
- \*Break / lunch / after school detention.
- \*Internal Exclusion (part / full day).
- \*Suspension.
- \*Permanent Exclusion.

(\* prefix – see section 14).

13.7 Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

13.8 The College will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, we refer to the Equality Act 2010. Staff will be expected to apply reasonable adjustments where appropriate (see section 22).

13.9 In all cases of serious misconduct, both inside and outside of College, the Senior Leadership Team (SLT) or parents/carers, may choose to make a referral to the Police or any other outside agency.

#### **14.0 Serious Sanctions**

##### **14.1 Removal from lesson: Department Exit / On Call**

In response to persistent or serious disruptive behaviour or breaches of this policy such that learning is impacted negatively, the student may be removed from that lesson for a limited time. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from a lesson once they have attempted other behaviour management strategies and applied the Behaviour Policy warning system (see appendix 2) without an improvement in behaviour or if a single serious incident has occurred.

14.2 Teachers will activate the College 'On Call' system whereby the on call member of staff will arrive to remove the student and take them to the designated department 'buddy room' to continue learning for the remainder of the lesson under the supervision of another teacher, usually a subject specialist. At the end of that lesson the student will return to the rest of their lessons as normal.

14.3 Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the student to continue their learning in a managed environment.
- Allow the student to regain calm in a safe space.
- Enable the student to reflect on their behaviour and consider the boundaries they have crossed.

- 14.4 Students will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The College will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.
- 14.5 Following a department exit, an After School Detention (ASD) will be automatically issued.
- 14.6 If a student causes further disruption whilst on call, refuses to go with the on call member of staff/senior leader or continues to be disruptive when with them, this could result in them being kept in isolation in IS1 for the rest of the day.
- 14.7 Parents/carers will be informed on the same day that their child is removed from the classroom.
- 14.8 Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student.
- 14.9 Detentions
- The College uses detentions as a consequence to ensure that students formally reflect on the behaviour choices they have made.
- 14.10 Detentions can be set either at lunchtime (Teacher and / or Department Detentions (DDs)) or After School Detention (ASDs). All detentions are supervised by staff.
- 14.11 DDs are set for issues such as persistent failure to follow staff instruction, failure to complete work etc.
- 14.12 ASDs are issued for failure to attend a DD, as the result of the accumulation of smaller behaviour consequences or as a result of significant breach of the code of conduct, such as being rude to a member of staff.
- 14.13 Detentions will occur at lunch times or after school. Parents/carers will be notified about any ASDs 24 hours in advance.
- 14.14 When imposing a detention, the College 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.
- 14.15 Suspensions (Internal and External) and Permanent Exclusions
- College policy is informed by DfE guidance: '[Suspension and Permanent Exclusion](#) from maintained schools, academies and student referral units in England, including student movement' (August 2024)
- 14.16 The College can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- 14.17 The decision to externally suspend or permanently exclude will be made by the Head of College and only as a last resort.
- 14.18 We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole College community.
- 14.19 All exclusions are monitored by the Local Governing Committee and the CEO.

14.20 Parents/carers have the right to make representation to the Local Governing Committee about suspensions and the Governors will consider all such representations.

#### 14.21 Internal Suspension

This is when a student spends a set period of time (eg half / full day) isolated in IS1.

14.22 It is applied as a result of serious or repeated misbehaviour, repeated referral to 'On Call' due to disruption in class or refusal to go to the 'buddy room'. For example, if a student is removed from a lesson (department exit) twice in 1 day or 3 times within 5 days, this will automatically result in 6 periods of isolation. If the student has not been successful that day in isolation, they will serve an additional day.

14.23 Other examples of behaviours that may result in a student being internally excluded include (this is not an exhaustive list):

- Failure to attend an After School Detention.
- Using strongly inappropriate language (eg swearing at other students or being heard swear in the vicinity of staff).
- Rudeness/disrespect to staff.
- Defiance.
- Inappropriate/dangerous behaviour outside of school.
- Dangerous behaviour/damage to property.
- Two lesson exits in one day.
- In-school truancy (not attending designated lessons/activities).

14.24 When students are in Internal Suspension / Isolation in IS1 they will be provided with learning/work to complete under the supervision of a member of staff. If students fail to do this, further sanctions will be implemented. It is also a time to reflect upon their behaviour and consider ways to improve, with the support of members of the staff Pastoral Team.

14.25 Parents/carers will be informed if their child is to be internally suspended / isolated.

#### 14.26 External Suspensions

14.27 This is when the student is kept at home for one or more days. Suspended students will receive a work pack to complete or directed to online learning. The offences listed below will likely lead to suspension (or internal exclusion, depending on the nature of the incident - the list is not exhaustive). In exceptional circumstances, they may lead to permanent exclusion. Professional judgement of leaders will be used to determine if a suspension is warranted.

- 14.28
- Persistently disruptive behaviour including refusal to follow instructions.
  - Threatening or confrontational behaviour.
  - Fighting or assault against a student or adult.
  - Verbal abuse or threatening behaviour against a student or adult.
  - Abuse relating to disability.
  - Racist abuse.
  - Abuse against sexual orientation or gender reassignment.
  - Disruptive behaviour whilst internally excluded in the College.
  - Bullying.
  - Theft.
  - Graffiti or damage to property.
  - Smoking or vaping on College site or off site in College uniform.
  - Persistent refusal to follow instructions, or defiance.
  - Leaving College site without permission.
  - Internal and external truancy.
  - Manipulation and / or distribution photos / images (staff or student)
  - Behaviour likely to bring the College into disrepute.

#### 14.29 Suspension Protocol

14.30 If a decision is taken to suspend a student externally:

- A call home is made to the parent/carer to discuss the suspension and a letter is posted home outlining the incident and the length of the suspension. The parents/carers' right to make representations to the Local Governing Committee is highlighted.
- A re-entry meeting is set up for the parent/carer to attend on return from suspension, with a senior member of staff. A record of the meeting is taken and strategies and support for an improvement in behaviour are discussed and implemented. In some contexts, and where appropriate, a risk assessment and/or a contract is drawn up as part of re-entry.

14.31 Following the meeting:

- The student is reinstated if re-entry criteria are met.
- The student may be placed on report.
- Behaviour support and 'reasonable adjustments' are reviewed.
- Where appropriate, an apology is given to the member of staff or students involved.
- A record of the re-entry meeting is kept on the student's file.

14.32 In accordance with the requirements of the DfE guidance the Local Governing Committee will meet to consider reinstatement of the student if the suspension would bring the student's total number of school days of exclusion to more than fifteen in a term.

#### 14.33 Permanent Exclusion

Permanent Exclusion will be a serious consideration for anyone who contravenes the Behaviour Policy in accordance with Section 14.

14.34 A Permanent Exclusion is when a student is no longer allowed to attend College (unless the student is reinstated). The decision to exclude a student permanently is a serious one and will only be taken:

- in response to a serious breach or persistent breaches of the College's Behaviour Policy and
- where allowing the student to remain in College would seriously harm the education or welfare of the student or others such as staff or students in the College.

14.35 There are two main types of situation in which permanent exclusion may be considered.

14.36 The first is a final, formal step in a concerted process for dealing with persistent disciplinary offences following the use of a wide range of other strategies, including internal or external suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort, after a student's behaviour has continued to escalate despite support and interventions.

14.37 The second is a single serious incident where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence / physical assault against another student, member of staff, or relevant person.
- Sexual abuse or assault.
- Arson.
- Possession, supply, use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the College's Behaviour Policy. See section 27 Searching Students for the list of prohibited items.

- Manipulation and / or distribution of photos / images (staff or student).
- Criminal offences committed on the College site, whilst representing the College or whilst on the way to or from the College.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

## **15. Suspected Criminal Behaviour**

If a student is suspected of criminal behaviour, the College will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the College 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 Head of College or delegated senior member of staff will make the report.

The College will not interfere with any police action taken. However, the College may continue to follow its 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 Children's Social Care, if appropriate.

## **16. Joint Enterprise**

This is when a student assists or encourages an incident of misbehaviour.

For the safety, wellbeing and smooth and efficient running of the College we encourage all of our students to report to College staff any incident they believe is about to happen so that it can be prevented. If it is clear that a student has assisted or encouraged an incident then sanctions will also be applied to that student at an appropriate level. Staff will use professional judgement when doing so.

## **17. Behaviour Beyond the College Gates**

Teachers have the statutory power to discipline students for misbehaviour outside the College premises. Section 2, page 11 of DfE Guidance (2024) gives Headteachers a specific statutory power to respond to bad behaviour and bullying which occurs off the College premises and which is witnessed by a staff member or reported to the College.

### **17.1 A student may be disciplined for:**

- misbehaviour when the student is:
  - taking part in any College-organised or school-related activity (eg trips) or
  - travelling to or from College or
  - wearing College uniform or
  - in some other way identifiable as a student at the College.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the College or
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the College.

### **17.2 Sanctions will only be given out on College premises or elsewhere when the student is under the lawful control of a staff member (eg on a school-organised trip).**

## **18.0 College Trips and Visits**

Behaviour on College visits will be dealt with in line with this Policy. Consistent poor behaviour may lead to non-participation in any College trips or visits, subject to discussion between appropriate staff (Head of Year, Pastoral Manager, parent/carer, SLT). See Appendix 1.

## **19.0 Online Misbehaviour**

The College 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.

Please refer to our Staff and Student ICT policy and E-safety policy for more information.

## **20.0 Mobile Phones**

See separate policy

## **21.0 False and Malicious Allegations**

Where a student makes a deliberate false accusation against a member of staff, the Head of College will consider what disciplinary action to take.

21.1 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.

21.2 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.

21.3 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.

21.4 The College will also consider the pastoral needs of staff and students accused of misconduct and provide support as appropriate.

21.5 Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

## **22.0 Responding to Misbehaviour from Students with SEND**

### **22.1 Recognising the impact of SEND on behaviour**

The College recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

22.2 When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise 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.

22.3 When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the College will take its legal duties into account when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being 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 co-operate with the Local Authority and other bodies.

22.4 As 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.

22.5 Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

22.6 The College's approach to anticipating and removing triggers of misbehaviour includes examples such as:

- Short, planned movement breaks for a student with SEND who finds 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 or who has severe eczema.
- 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.
- Access to a trusted adult who can support students to regulate their emotions.
- Informing staff of students with additional needs through the SEN register and the student's one page profile.

22.7 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the College will consider whether:

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

If the answer to any of these is 'yes' the College will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

22.8 Considering whether a student displaying challenging behaviour may have unidentified SEND

The College's Special Educational Needs Co-Ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. If this is considered a possibility the SENCO will signpost parents/carers to support and assessment to clarify if there is an underlying need.

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, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

#### **22.9 Students with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP must be secured and the College will co-operate with the Local Authority and other bodies.

If the College has a concern about the behaviour of a student with an EHCP, it will make contact with the Local Authority to discuss the matter. If appropriate, the College may request an emergency review of the EHCP.

#### **23.0 Responding to Misbehaviour from Children in Care**

This policy will work in conjunction with the College Policy on Children in Care.

#### **24.0 Supporting Students Following a Sanction**

Following a sanction, the College will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the College. Examples include:

- Reintegration meetings.
- Daily contact with the pastoral lead.
- A report card with personalised behaviour goals.

#### **25.0 Internal and External Agency Support**

Students may be referred to appropriate external agencies to assist behavioural issues. This may be Peterborough Pupil Referral Service or CAMHS (Child and Adolescent Mental Health Service). An Early Help Assessment would be created to allow access to these services.

25.1 Parents/carers will be informed if a child is involved with an outside agency (unless there are known Child Protection issues).

25.2 Internal intervention may be through the College Counsellor, Pastoral Team, Aspire, School Nurse and Hyper Clinic.

#### **26.0 Physical Intervention**

26.1 In accordance with the Physical Intervention Policy, all College staff have the right to use reasonable force to prevent students:

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

26.2 The Head of College, and staff authorised by the Head of College, can use such force as is reasonable to search a student without consent for prohibited items which present a risk to the health and safety of other members of the College community.

26.3 When restraint is used by staff, this is recorded in writing and the parents/carers of the student will be informed. Force is never used as a form of punishment.

26.4 Incidents of 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/carers.
- Be necessary, reasonable and appropriate.

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

## 27.0 Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation: 'Searching, Screening and Confiscation: Advice for Schools' (July 2022).

### 27.1 Searching students

The Head of College and staff authorised by the Head of College, have the power to search students or their possessions where they suspect the student has a prohibited item. These are:

- Knives and weapons.
- Alcohol.
- Solvents.
- Illegal drugs and drug paraphernalia.
- Stolen items.
- Tobacco / cigarette papers / vapes / snus.
- Fireworks.
- Pornographic images.
- Any item that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence.
  - cause personal injury to, or damage to property of any person (including the student).

27.2 The Head of College reserves the right to search for other items considered detrimental to maintaining high standards of behaviour and a safe environment.

27.3 Before any search is undertaken, consent will be sought from the student. If consent is refused the student will be asked to explain why they have refused. Depending on the circumstances, refusal will be considered as a refusal to follow staff instruction and a sanction will be applied.

27.4 Where there is suspicion of possession of a prohibited item the student's belongings and outer garments will be searched without their consent.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above only.

27.5 If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of College, Designated Safeguarding Lead

or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

- 27.6 An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on College premises or where the member of staff has lawful control or charge of the student, for example on a school trip.
- 27.7 Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search.
  - Assess whether not doing the search would put other students or staff at risk.
  - Consider whether the search would pose a safeguarding risk to the student.
  - Explain to the student why they are being searched.
  - Explain to the student what a search entails – eg “I will ask you to turn out your pockets and remove your scarf”.
  - Explain how and where the search will be carried out.
  - Give the student the opportunity to ask questions.
  - Seek the student’s co-operation.
- 27.8 Searches will be carried out professionally and discreetly and in a manner as to minimise embarrassment or distress. Any search of a student will be carried out by a staff member of the same sex as the student with another adult (where possible) of the same gender, in attendance.
- 27.9 An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.
- 27.10 ‘Outer clothing’ includes:
- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (eg a jumper or jacket being worn over a t-shirt).
  - Hats, scarves, gloves, shoes or boots.
- 27.11 An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
  - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
  - It is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- 27.12 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- 27.13 The College may use a metal detection device/‘wand’ to search students. If a student refuses to co-operate with the use of this device, they may still be searched by staff without the device.
- 27.14 Searching students’ possessions
- Possessions means any items that the student has or appears to have control of, including lockers and bags.
- 27.15 A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited

items and items considered detrimental to maintaining high standards of behaviour and a safe environment.

27.16 An authorised member of staff can search a student's possessions when the student and another member of staff are present.

27.17 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

27.18 Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the Head of College and/or DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the College's safeguarding system.

27.19 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the College has taken, including any sanctions that have been applied to their child.

27.20 Support after a search

Irrespective of whether any items are found as the result of any search, the College will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the College's Safeguarding Policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

27.21 Confiscation

Any prohibited items (listed in section 27.1) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student and may be handed to the police.

We will also confiscate any item that is harmful to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

27.22 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing).

## **28.0 Use of CCTV**

The College will use images from CCTV cameras to assist with investigations in order to provide factual evidence. This will be in line with our Security Policy.

## **29.0 Sexual Harassment and Sexual Violence**

The College will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

29.2 The College's response will be:

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

29.3 The College has 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.
- 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 Safeguarding Policy for more information.

## **30.0 Staff Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of behaviour management techniques.
- The needs of the students at the College.
- How SEND and mental health needs can impact behaviour.
- Behaviour management and the behaviour curriculum.

Staff are provided with regular refresher training sessions.

## **31.0 Links with Other Policies**

This Behaviour Policy is linked to the following policies

- AMVC Behaviour for Learning principles, sanctions and classroom code.
- Code of Conduct for Teachers.
- Code of Conduct for Students.
- Anti-Bullying Policy.
- Home / College Agreement.
- Safeguarding Policy.
- Physical Intervention Policy.
- Trips and Visits Policy.
- Sexual Violence and Harassment Between Young People Policy.
- Uniform policy.
- Equality Act.

- Evacuation/Invacuation Policy.
- Mobile Phone policy.

### **32.0 Review**

The Head of College and SLT will evaluate this Policy by collecting, analysing and discussing all behavioural data by age, gender, ethnicity, Pupil Premium, SEN. The discussion will be a regular SLT agenda item.

The Governors will review this policy in line with the procedure for policy review.

#### Date for Review

If no other reason for review, this policy will be reviewed every three years.

## Appendix 1

### 1.0 **STUDENT BEHAVIOUR PRIOR TO TRIPS AND VISITS**

- All students attending trips/visits must show they can be trusted to behave and follow instructions given to them by staff. Where there is concern over a particular individual's ability to behave or follow staff instruction prior to the trip/visit, the College reserves the right to stop that student attending the trip/visit.
- Information held by the member of SMT responsible for behaviour will be used to determine whether a student should or should not be allowed to attend a trip/visit.
- If a deposit or any other payment is made in respect of any particular trip/visit or activity and a student's behaviour is such that, having regard to the College's policies on behaviour and discipline, the student is refused permission to participate then all such payments shall, unless otherwise agreed, be retained by the College to defray costs, expenses and any losses relating to that planned event.

### 2.0 **IN THE EVENT OF A BEHAVIOUR INCIDENT ON A TRIP/VISIT**

- The Trip/Visit Leader will make the decision as to the appropriate action initially and will use their judgement as to whether they should contact the on call member of SMT for further support and advice.
- In the event that parents/carers need to be contacted about the incident this will likely be by the on call member of SMT following discussion with the Trip/Visit Leader.
- It may not be possible for the Trip/Visit Leader to speak directly to parents/carers as the priority will be ensuring the safety and smooth running of the trip/visit.
- It may be appropriate to isolate a student from the rest of the group. Any such student will be supervised by a member of staff.
- It may be appropriate to confiscate mobile devices from students.
- Written statements from students will be taken whenever possible.
- Written statements will also be completed by staff on return to College.
- All action taken will be in the interests of keeping all students safe and to try and ensure the incident does not lead to any further issues.
- Following serious behaviour incidents on a trip/visit a full investigation will take place on return to College and the College may impose further sanctions, including suspension if appropriate.

### 3.0 **SENDING A STUDENT HOME FROM A TRIP/VISIT DUE TO POOR BEHAVIOUR**

If a student's behaviour threatens safety; brings the trip/visit party into disrepute, or makes the continuation of the trip/visit impossible, it may be required to send the student home. The course of events should be:

- The Trip/Visit Leader will have been in contact with the on call member of SMT regarding the issue. Trip/Visit leader takes the decision that the student should be sent home and informs SMT on call. Agreement from the Head of College or in his absence the Deputy Headteacher will be needed.
- If both unavailable then the on call member of SMT will have to be in agreement.
- Trip/Visit leader or member of SMT contacts parents/carers of student to explain their decision and arrange for transport home.
- Transport home will normally occur in one of three ways:

- a) Parent/carer comes and fetches the student – the easiest method, and recommended for UK trips.
  - b) If air transport is available, parent/carer agrees to meet student at airport. Ticket is purchased by parent/carer and arrangement made for ticket to be collected at airport. Student is accompanied to airport by College staff and checked in as an 'unaccompanied minor'. Staff may leave student once he/she has passed through passport control into the departure lounge.
  - c) If the parent/carer refuses or is unable to meet the student, they will have to be accompanied back to College by a member of staff. The parent/carer will be asked to pay for the transport of the student and the two-way travel of the member of staff.
- As soon as is possible, the Trip/Visit Leader should prepare a written report detailing the behaviour and the return home arrangements.

**APPENDIX 2**

**Behaviour Policy Appendix**

Resetting the Group	Warning 1	Warning 2	Exit
<p>Prompts and consequences cannot be used effectively when multiple students are displaying unproductive and unwanted behaviours. To intervene with one than one student at once dilutes the effectiveness of the intervention and to intervene with just one student, when others could also have been addressed can suggest subjectivity, favouritism or unfairness.</p> <p>As a result, when multiple students are displaying such behaviours, a reset is required:</p> <ol style="list-style-type: none"> <li>1. Call the whole group to attention.</li> <li>2. Reset the expectations required for the activity in question.</li> <li>3. Restart the activity.</li> <li>4. Then use the warning system for any students continuing to display unproductive and unwanted behaviours.</li> </ol> <p>Possible interventions include:</p> <ul style="list-style-type: none"> <li>• Non-verbal intervention.</li> <li>• Positive Group Correction.</li> <li>• Anonymous Individual Communication.</li> <li>• Private Individual Communication.</li> <li>• Uplifting-quick Public Correction.</li> <li>• Consequence.</li> </ul>	<p>Following reset and/or use of possible interventions, if an incident occurs, the teacher will issue a warning to the student and state the reason.</p> <p>The student must not argue with their teacher.</p> <p>Reasonable adjustment must be considered when interacting with some students with SEND.</p> <p>Refer to the student's One Page Profile.</p>	<p>This should be issued if the student's behaviour does not improve, or worsens, following the issuing of a Warning 1.</p> <p>Teachers will log this on SIMS/IBromcom, informing parents / carers in the process.</p>	<p>If the student's behaviour does not improve, or worsens, following a Warning 2, the student will be exited.</p> <p>A member of the On Call Team will contact the student and take them to a Buddy Room or Isolation.</p> <p>Students who receive an exit from the lesson will automatically receive an After School Detention. A member of the Pastoral Team will inform parents / carers of this decision.</p> <p>The teacher will call home that day to explain the exit to the parent / carer.</p> <p><b>Immediate Exit</b></p> <p>Students can be exited from a lesson immediately, and without issuing warnings, for serious misbehaviour.</p> <p>The reasons fall under the following categories:</p> <ul style="list-style-type: none"> <li>• Threatening behaviour.</li> <li>• Severely disruptive behaviour.</li> <li>• Significant disrespect to a member of staff, student or visitor.</li> </ul> <p>Staff will use their discretion in carrying out an immediate exit and will use the warning system as default.</p>