



## **King Edward VI Community College Behaviour Policy**

**Approved and Adopted by the Standards Committee of the Governing Body  
in September 2025  
Due for Review in September 2026**

This policy is an in-house College policy

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## A. The ESW approach to behaviour and culture in our colleges

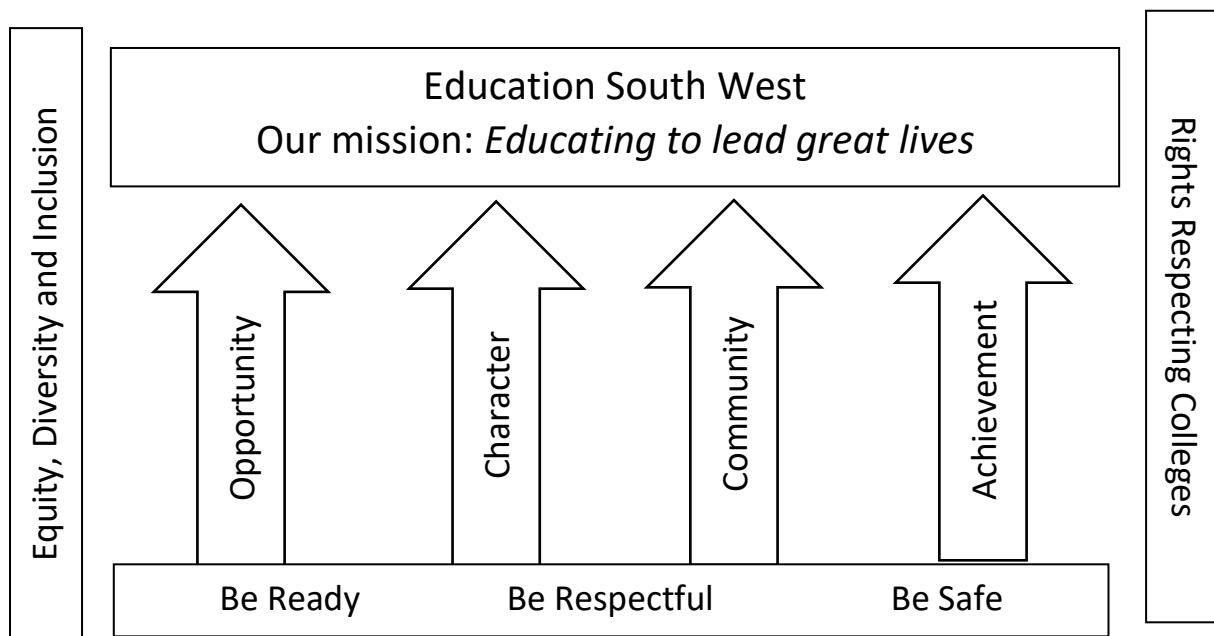
### Education South West (ESW) Behaviour and Culture Policy

#### A1. Vision, values and ethos in an ESW college

The culture of our schools and colleges is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our colleges, we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every college we will create orderly and calm environments. These environments will minimise distraction and disruption, enabling every student to belong, thrive and succeed through learning.



#### A2. The role of Equity, Diversity and Inclusion (EDI) in our college culture:

EDI are key concepts in creating fair and supportive environments across our colleges for children and young people, families and staff. EDI sits at the heart of every policy.

##### Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

### **A3. The role of Rights Respecting Colleges in developing our college culture**

As Rights Respecting Colleges (RRS), we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between students, families and staff. Behaviour policies in these colleges emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Students are actively involved in creating and reviewing our college behaviour policies. This includes working with the very youngest students as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages students to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating students about their rights and responsibilities. This education helps students understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish students.

### **A4. ESW Behaviour and Culture Policies have a set of guiding principles**

The guiding principles which underpin all behaviour management in our colleges are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of students with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each college.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support students' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All students need consistency and none more so than those with protected characteristics including those students with additional needs (SEND) or those who experience poverty (disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by college leaders and are taught and upheld by all adults help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needed for all students to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all students have with their college community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for students to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our colleges (PART B) are underpinned by these core principles. Furthermore:

**A5. ESW Behaviour expectations** apply to all members of the college community. These include:

- Showing **respect** for themselves, others and the college environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of college life.

**A6. These expectations are summarised in our three rules:**

1. Be **ready**
2. Be **respectful**
3. Be **safe**

**A7. Legislation, statutory requirements and statutory guidance**

Each of our individual college policies is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in colleges: advice for headteachers and college staff 2024](#)

[Searching, screening and confiscation: advice for colleges 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained colleges, academies and student referral units in England, including student movement](#)

[Use of reasonable force in colleges](#)

[Supporting students with medical conditions at college](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent College Standards\) Regulations 2014](#): paragraph 7 outlines a college's duty to safeguard and promote the welfare of children; paragraph 9 requires the college to have a written behaviour policy; paragraph 10 requires the college to have an anti-bullying strategy

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

#### **A8. Monitoring and Evaluation of Part A – reflected in Trust and college monitoring**

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent and carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a college culture where all students feel they belong, can learn effectively and grow into responsible, respectful, and resilient individuals.

## **KEVICC Behaviour Policy**

### **B1. Aims and objectives**

The aim of this policy is to show how we:

- Promote good behaviour
- Prevent bullying
- Ensure that pupils complete work
- Regulate the conduct of pupils

This policy aligns with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). This policy pays full regard to statutory guidance issued by the DfE in September 2016 Behaviour and discipline in schools: guidance for Principals and staff, the DFE in September 2017 Exclusion from maintained schools, academies and pupil referral units in England, Human Rights Act (1998), Sexual violence and sexual harassment between children in schools and colleges (September 2021) and the Education Act 2002 (as amended by the Education Act 2011).

### **2) Our Principles**

The principles that govern our approach to behaviour are those that form part of our whole college values and principles;

We believe <b>our students must feel they belong in the College</b> if we are to foster their growth and achievement	We believe <b>our students are children and young adults</b> who are still developing and who will make mistakes
We believe in <b>educating the whole child</b> , balancing high standards of academic achievement with personal development, character, and habits of learning	We believe <b>education is a shared responsibility</b> , and that we achieve the best outcomes for our students by working together.

As a college, we are relentless in our pursuits for all students to achieve their full academic potential. We feel that the college is best described as "A comprehensive college of lifelong learners. We are inclusive, kind and committed to the best for our students, supporting them to flourish."

Good behaviour is most likely to result where the college and parents present a consistent and united response to young people. We seek to involve parents or carers in the promotion of good discipline and behaviour as well as celebrating student's achievements. Positive behaviour is promoted by all school staff with responsibility for pupils.

### **3) Our Expectations**

Our expectations of our students can be expressed simply as;

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- Be ready to learn
- Be respectful
- Be safe

**i) We expect our students to...**

- *Be on time for learning*
- *Be equipped for learning*
- *Support a positive learning environment for all students and staff*
- *Be respectful of the needs and views of others*
- *Promote the safety, achievement and learning of others*
- *Not bring inappropriate or unlawful items to school*
- *Listen to teachers and our peers in class*
- *Sit where directed*
- *Follow reasonable guidance and instructions where asked and accept sanctions in an appropriate way*
- *Move around class and school in a safe and orderly way*
- *Report bullying, abuse and severe breaches of discipline*
- *Cooperate with, and abide by, any arrangements put in place to support their behaviour and learning, such as Pastoral Support Plans*

**ii) We expect our teachers to...**

- *Be prepared to challenge and deal with unsatisfactory behaviour in an emotionally literate and assertive manner*
- *Start afresh each lesson with high expectations, meeting students at the door as they enter learning spaces with starter tasks ready for engagement*
- *Use praise that is focussed on personal effort and approaches to learning as opposed to perceived talent and ability*
- *Look for a positive focus in a potentially negative situation.*
- *Use a seating plan and/or organise movement within class.*
- *Allow students take-up time and opportunities to reflect and repair within lesson*
- *Protect others' learning and the learning of students who are not meeting expectations through effective use of College sanctions*
- *Log and report any serious incidents (violence, discriminatory behaviour, swearing at staff, smoking/use of drugs or alcohol) at once to senior staff*
- *Log positive and negative incidents as appropriate using Bromcom*
- *Contact parents and carers to discuss positives and negatives*
- *Assume responsibility for following incidents up and applying sanctions unless told otherwise*
- *Provide work appropriate to the needs of learners, ensuring that SEND needs are planned for according to pupil passports/EHCPS*
- *Ensure all appropriate elements of other relevant policies are understood and applied including CP and Safeguarding, especially where this relates to peer on peer abuse/harassment*

**iii) We expect our tutors to...**

- *Support students' learning and personal and social development*
- *Ensure that students are ready to learn each day*
- *Keep informed of behaviour issues which arise with students, monitor patterns using Bromcom, pastoral briefings and discussions with staff and students. Refer and intervene as appropriate*
- *Work with Heads of House to support positive behaviour*
- *Build positive relationships with the class / tutor group*
- *Keep parents informed of behaviour concerns and respond swiftly and expediently to parental concerns*

**iv) We expect our Faculty Leaders to...**

- *Be a visible and supportive presence to their teams, especially at lesson starts, during active class support and changeovers*
- *Monitor incidents (Bromcom) and be proactive in relation to reoccurring issues*
- *Be available to their teams for support and advice*
- *Monitor and ensure rewards celebrate student progress in their subject area*
- *Use appropriate strategies (e.g. - student report, praise, contact with home, Bromcom) to maximise achievement and positive ethos in their subject area*
- *Use and model appropriate learning strategies and provide support for team members on classroom practice*
- *Maintain a positive learning environment in their subject area through area displays and modelling positive and assertive language to students*
- *Establish and monitor in conjunction with colleagues specific intervention plans for individuals, classes and cohorts as appropriate*
- *Assume responsibility for following incidents up and apply sanctions unless told otherwise*
- *Ensure all appropriate elements of other relevant policies are understood and applied including CP and Safeguarding, especially where this relates to peer on peer abuse/harassment*

**v) We expect our Heads of House and Pastoral Staff to...**

- *Be proactive through high visibility and presence at key times, during active class support and randomly throughout the day*
- *Monitor daily Bromcom logs and follow-up where appropriate*
- *Monitor particular cohorts of students and individual progress throughout the year group, intervening where necessary*
- *Monitor attendance, in conjunction with the EWO and report concerns including dealing with truancy*
- *Establish and communicate clear expectations that reflect our principles through assemblies, communications with staff, students and parents, and by resolving serious behaviour issues*
- *Ensure appropriate opportunities have been provided to listen to students including gathering witness statements*
- *Keep accurate records of interventions with students and liaison with parents, carers and external agencies*
- *Provide guidance and support regarding contact with specific parents and carers*

- *Provide guidance and support regarding working with particular students*
- *Provide opportunities for restorative work to support and rebuild relationships where necessary*
- *Deal promptly and effectively with instances of bullying*
- *Monitor and celebrate success, with a clear focus on personal effort and approaches to learning as opposed to perceived talent or ability*
- *Make effective use of information from the SEND team and relay concerns back to them*
- *Ensure all appropriate elements of other relevant policies are understood and applied including CP and Safeguarding, especially where this relates to peer on peer abuse/harassment*

**vi) We expect our Leadership Team to...**

- *Role model an emotionally literate, assertive and supportive approach when interacting and working with staff, students and the community*
- *Establish and communicate clear expectations through assemblies, communications with staff, students and parents, and through resolving serious behaviour issues*
- *Be visible in and around the College both in and out of the classroom at key times, during active class support and randomly*
- *Respond to staff concerns and anxieties as promptly as possible*
- *Take a lead in recognising student achievement, coordinating termly and annual celebrations as appropriate and ensuring adequate resources to implement rewards and incentives*
- *Manage external exclusions including reintegration meetings*
- *Monitor and evaluate data relating to personal development, behaviour and attitudes to inform proactive planning*
- *Communicate clearly the outcomes of serious incidents to staff and school community as appropriate*
- *Ensure that relevant training opportunities are provided for staff*
- *Establish clear boundaries of what constitutes a serious incident amongst students and staff*
- *Monitor serious incidents closely and work in partnership with Devon Inclusion Team and other relevant external agencies to help students in most serious need of improving their behaviour. Assessment of need including use of Graduated Response Tool, assessment of potential safeguarding factors and undiagnosed SEND needs should be included as part of a road map toward improved outcomes for young people with a concerning behavioural profile*

**4) Rewards**

We recognise that all of us, not least our students, respond to recognition, praise and rewards. We therefore always seek to praise students who go above and beyond in exemplifying our expectations for them to be ready, respectful and safe. We celebrate this through Bromcom rewards, assemblies, displays of work, curriculum evenings, celebration evenings and media.

We believe that celebrating achievement plays an important role in creating an environment in which students feel valued as a result of positive feedback and recognition to their success and that this should be shared with parents/carers and students.

The praise system operates in year 7-13 to enable effort, achievement, hard work and other positive contributions to college life to be rewarded. The system allows students to accumulate points which are then used to issue commendation letters, praise postcards, rewards and recognition.

## 5) Our Sanctions

- i) We believe that sanctions should support learning. Because of this, they should seek to either repair the harm to learning that has taken place, or repair relationships between individuals or the college community as a whole. Because of this, detentions or internal isolations will be focused on completing learning or restoring relationships.
- ii) Sanctions are applied proportionately, consistently and fairly. Most incidents can be dealt with and resolved with a simple warning or reprimand. Some incidents may require detentions, in which case parents and carers will always be informed via email or phone.
- i) The most serious incidents might result in internal exclusion or suspension. The decision to internally exclude can only be taken by a member of the leadership team, and the decision to suspend a student will only be taken by the Principal. Students who require specialist support may be referred to the Personalised Learning Support Centre, Alternative Provision or receive help from external specialists to address their needs holistically and expertly. The college is a member of the South West Behaviour Panel and as such may explore direction off site as an option to provide a fresh start for students in a new educational context.
- ii) The most serious breaches of our expectations may at times mean permanent exclusion. This is carried out in line with the Devon guidance and protocols on exclusions, the DFE's September 2022 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil referral unit. Exclusions may only be authorised by the Principal.

Permanent Exclusion will only happen 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 in the College.

In practice this means that there are two likely scenarios for a Permanent Exclusion; where a student has had a history of disruptive behaviour and the College has exhausted all strategies; and where a student has committed a single serious offence e.g. assaulting a pupil or member of staff, or having weapons or drugs in College. (This list is not exhaustive)

The Principal's decision to exclude will be taken on the 'balance of probabilities'. That means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Students can be excluded for behaviour outside the College site, if it is judged to seriously affect the welfare, safety and discipline of students at College.

## 6) Bullying

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a safe and secure atmosphere. We are committed to preventing bullying and dealing with bullying when it happens. Young people might bully for many reasons. Sometimes it is because they are popular and well liked and want to hold that position, or it can be the opposite - they are feeling hurt and insecure and take it out on others. Sometimes children who are being bullied then bully others. All young people are potentially capable of bullying behaviour.

*Bullying is different to relational conflict* and staff will seek to understand a situation fully before categorising it as bullying. The school has worked closely with 'The Diana Award' and we have adopted their definitions of bullying as follows.

Types of bullying behaviour:

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

We believe that all bullying is serious, and that bullying that involves any prejudice towards an individuals' identity (including racial identity, religious beliefs, disability, sexual orientation or gender/transgender identity) is especially concerning and this is reported to Devon County Council if it qualifies as a Bullying and Prejudice/Hate Incident (BPHI).

We believe students must feel that all staff take bullying seriously and that they will act to stop it. We encourage openness when bullying happens and for students to support each other by informing staff and/or trained anti-bullying ambassadors if their friends are bullied. We will not tolerate the disruption of a student's education and well-being by the behaviour of another student or students.

Understanding what bullying is and how to report it is key to eradicating it. Bullying is included in the PSHE curriculum, it is also addressed in assemblies and specific tutor sessions. The College utilises external organisations including the 'natural helpers' and 'The Diana Award' to raise awareness of bullying. Special events and performances are regularly commissioned to ensure age appropriate and engaging workshops are accessible to our students.

When bullying is reported, a thorough investigation is undertaken by pastoral staff. Staff ensure appropriate opportunities are provided to listen to students including gathering witness statements. Any person can report bullying anonymously using the 'report an issue' tab featured on our website. This is monitored throughout term time and holiday periods.

The college will seek to address instances of bullying robustly and according to the unique features of each situation. The primary focus of all staff intervention is that the bullying stops. The school may involve external agencies including the police if this is proportionate. Records of bullying and interventions will be maintained carefully by staff. The college will seek to involve parents and carers and wider networks of support for victims and perpetrators of bullying. Follow up work can be extensive and prolonged including restorative justice, social conduct contracts, pastoral support plans, counselling and therapy services and any other relevant intervention tools that feature in the behaviour stages toolkit used by the Pastoral Team.

## **7) Mobile Phones and Other Devices**

Mobile phones are brought into the College at the students' own risk. All our students will be asked to sign an acceptable use agreement that includes details on photography, filming and social media. Mobile phones may not be used during lesson time and in line with the signed agreement. Expectations of the use of phones will be highlighted with all students throughout the academic year.

Mobile phones and electronic devices such as wireless headphones are not permitted to be used on the school site during the school day. Phones must not be seen or heard between 8.45am and 3.15pm. The College will confiscate any electronic items used inappropriately or not in line with the College's expectations. Smart Watches should be set to not receive notifications and will also be confiscated if deemed to be being used in a manner that contravenes the rules on phone use. In some circumstances, devices may be used at the direction of a member of staff, for example GCSE Photography- the teacher may direct the student to take out and use their mobile phone to upload images taken for coursework or in Performing Arts, the teacher may permit students to use a device to access a piece of music. These instances will be infrequent, subject-specific and with clear instructions to return phones to the students bag afterwards. In most cases teachers will not direct students to use their mobile phones in lessons. Teachers have the responsibility to model good habits to students however there may be occasions where mobile phone use by adults is professionally necessary. E.g. Logging an incident or supporting a student with their lesson location.

If the student refuses to hand their phone to a member of staff , this will be logged on Bromcom and the Pastoral Team will then ensure the phone is confiscated the next day, in addition to a further consequence for refusal to comply with college policy. It should be noted that, while confiscation of a mobile phone is legitimate, if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not. In some circumstances, it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber-bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The member of staff can then refer the issue to a senior member of staff who may, if appropriate, involve the Police.

The schools' response to youth produced sexual imagery is outlined in section 25 of the College's CP and Safeguarding Policy.

## **8) Weapons, drugs, alcohol and other prohibited items**

The Education Act 2011 grants authorised school staff the power to search suspected students, with or without consent, for weapons, drugs, alcohol, tobacco products, vaping products, fireworks, pornography (including tabloid or lads' mag imagery), anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or any other items banned by school. Such items will be safely disposed of, or provided to the police for further investigation or safe disposal. The threshold for justification for a search is 'reasonable grounds for suspecting'.

Our number one priority is the safety of our College community. Any incidents that jeopardize safety will be treated very seriously. These may include incidents involving legal and illegal drugs, violence, or possessing inappropriate items. Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. *Any member of SLT and Pastoral Team is authorised by the Principal to carry out searches.*

Wherever practically possible, searches will be carried out by a named member of staff of the same sex as the pupil being searched. There must also be a witness (also a staff member) and, again if possible, they should be the same sex as the pupil being searched. On no account, should any other

adult attempt to carry out a search of a students' property or clothing without permission for any reason. Suspected students should be referred to those listed above, who then will decide on the most appropriate action to take. Only jacket/outer coat, hats, gloves, shoes, scarves can be removed (the search doesn't have to be limited to pockets). Reasonable force can be used to facilitate a search but should there be any resistance College staff will call for the support of the police based on a live risk assessment of what items are suspected as concealed and potential harm to student in question, the College and wider community. If there is reason to suspect that, following non-compliance with a search, a student is in possession of weapons or controlled drugs the police must attend to conduct a search. Parents will only be contacted and requested to attend to collect a child (for a disciplinary sanction) after the police have arrived to conduct the search if a pupil has been non-compliant and live risk assessment indicated necessary police involvement.

All reports of suspected drug related or criminal activity are shared with the police and any other relevant external agencies. College staff will be vigilant to signs of drug related and/or criminal activity and will report any concerns immediately to members of the Senior Leadership Team who will support their contact with the police.

#### **i) Searching electronic devices**

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a 'good reason' for examining or erasing the contents of an electronic device: In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

#### **9) Confiscation**

Confiscation is applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning. One which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform infringements and the ethos of the school.

At KEVICC, all staff have the authority to seize, retain or dispose of items such as (list not exhaustive but representative):

- Chewing gum/sweets/sundries /loose leaf paper/energy drinks.

All staff have the right to seize and retain but not dispose of the following items:

- Mobile/Smart phones
- Music devices and headphones
- Clothing such as hats, scarves and coats/jackets/hoodies
- Jewellery

Such items should be confiscated, labelled in an envelope and sent to the Head of House office. The first time an item is confiscated it will be returned at the end of the same school day if it is not an illegal or prohibited item (see below).

If an item is confiscated on a second occasion, then the item will be retained for at least 24hrs and the parents will be contacted.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, smoking/vaping equipment, racist or pornographic material. This material will be referred to a member of the Senior Leadership Team who will decide on the most appropriate action to take. Such items will be safely disposed of, or provided to the police for further investigation or safe disposal.

A student might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to sanction if the student unreasonably refuses to cooperate. (See sections 7 and 9).

Staff should take care when deciding whether to confiscate items of clothing or jewellery. They should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done with another staff member present, if possible. Confiscation of any item that would leave the student inappropriately dressed must be avoided.

## **10) The Use of Reasonable Force**

Reasonable force covers the broad range of actions that may be deployed by teachers at some stage in their careers that involves a degree of physical contact with students. Force is usually used either to control or to restrain.

**'Control'** means either passive physical contact such as standing between students or blocking a student's path.

**'Restraint'** means to hold back physically, for example to break up a fight.

**'Reasonable'** means using no more force than is necessary.

The definition of physical force also includes the use of forcible seclusion or locked doors. It is important for staff to note that, although no physical contact may be made in these latter situations, this is still regarded as a restrictive physical intervention.

At KEVICC we discourage physical intervention and use of reasonable force by adults except in the most exceptional circumstances. Reasonable force is an intervention to be used as a last resort or where serious safety concerns are present. This might include:

- To prevent a student from causing serious injury to his or herself or others
- To prevent a student from committing a serious criminal offence

## **11) Allegations of abuse and/or sexual harassment made against one or more students (peer on peer abuse)**

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Peer on peer abuse is covered extensively in the college's CP and safeguarding policy.

If an allegation of peer on peer abuse is made against one or more students, immediate consultation is required with MASH. This consultation must take place prior to any form of investigation being undertaken by the school. There will be three possible types of investigation: 1. By Children's Services and the Police under Section 47 of the Children Act 1989

2. By the Police under criminal law
3. By the School in line with its Behaviour and Safeguarding policies

The initial consultation with MASH will determine whether the allegation reaches the threshold of significant harm to justify a referral to Children's Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, then the referral is made using the school's Child Protection procedures. If it is deemed that the allegation does not meet the threshold for a child protection referral to Children's Services, then it will be investigated internally by the school in line with the school's Behaviour and Safeguarding Policy.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the college will make careful consideration as to whether any instance of the latter crosses into sexual violence)
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and seminudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence
- Sharing of unwanted explicit content

- Upskirting (is a criminal offence)
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media □ Sexual exploitation; coercion and threats.

## **12) Uniform**

All students must be in the correct uniform, unless carrying a pass issued by a member of the Pastoral Team or Leadership Team; passes may be issued for medical reasons or if they have lost or broken the article in the previous 24 hours. If a student arrives in school without the correct uniform, they will be offered a replacement.

If the student refuses to wear the replacement they may be placed in IE until a parent or carer brings in the missing article. If a student continues to refuse to wear a replacement or follow reasonable requests an appropriate consequence will be applied as decided by a member of the pastoral or leadership team.

## **13) Outside of College**

We will address incidents between students that happen outside of college as appropriate, including those which happen over social media, and we will also expect students to be excellent ambassadors on their journeys to and from college. We will not tolerate abuse or intimidation of staff by students or parents either on or off the college premises.

Students can be excluded for behaviour outside of the college site, if it is judged to seriously affect the welfare, safety and discipline of students at college. Conduct outside of school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff or the school.

When making all decisions, the school will carefully consider the use of all sanction outlined in our behaviour policy, up to and including suspension and permanent exclusion.

### **Review of the Policy:**

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. At King Edward VI Community College we firmly believe that all students should play an active role in supporting and promoting positive behaviour. Students will be regularly consulted about how best to ensure positive behaviour in school. This policy is reviewed by governors annually, subject to detailed review of behaviour data, trends and national guidance releases.

## **Appendix 1: College Uniform**

**Students in years 7 – 11 are expected to wear the following uniform in college every day:**

### **College Uniform:**

- Sky Blue shirt (Short or Long sleeved/ with or without the college logo is acceptable)
- A choice from any of the below:
  - ✓ Black skirt
  - ✓ Black shorts – tailored, cargo or chino (not sport shorts)
  - ✓ Black trousers – tailored, cargo or chino's
  - ✓ Black jogging bottoms (not leggings) – no visible logos
  - ✓ Black jeans – jeans must be dark black and must not have any rips or stonewash.
- College Jumper or Hoodie. **ONLY** college hoodies or Jumpers are allowed to be worn.
- Black trainers or shoes (No other colours visible on the trainer, No open toe shoes or Crocs)
- Tights should be plain black or plain neutral and not patterned

### **PE Kit:**

- Blue KEVICC Polo shirt
- KEVICC Rugby Shirt or KEVICC sports fleece
- Blue shorts, Skort, Tracksuit bottoms or leggings
- Appropriate change of sports socks
- A change of trainers
- Gumshields and shin pads (All students)
- Football boots as required

### ***Further guidance around uniform expectations for all students is below:***

- Students are expected to wear their uniform on the journey to and from college.
- Students on offsite visits will be expected to wear the uniform, except where practical activity necessitates otherwise.
- All outside coats should be removed in class
- Jewellery should be kept to a minimum and where ever possible not worn in college, any jewellery that may cause a potential safety risk such as hooped earrings must not be worn in college.
- Any hats should be removed when indoors.

