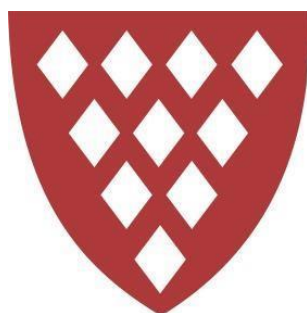


KINGSBRIDGE COMMUNITY COLLEGE

Behaviour for Learning Policy



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Contents

Part A: The ESW approach to behaviour and culture in our schools	4
A1. Vision, values and ethos in an ESW school	4
A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture	4
A3. The role of Rights Respecting Schools in developing our school culture	5
A4. ESW Behaviour and Culture Policies have a set of guiding principles	5
A5. ESW Behaviour expectations apply to all members of the college community. These include	6
A6. These expectations are summarised in our three rules	6
A7. Legislation, statutory requirements and statutory guidance	6
A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring	7
A9. Governance and Responsibility	7
Part B: KCC Behaviour for Learning Policy	8
B1. Our vision: 100% Disruption-Free Learning	8
B2. Our three rules and Scholar values	8
B3. Celebration of success	8
B4. Commendations are given for	8
B5. Students can achieve the following awards by obtaining the following number of commendations	9
B6. Celebration of Achievement	9
B7. House System	9
B8. Students at KCC will support behaviour for learning by	9
B9. Tutors at KCC will support behaviour for learning by monitoring their tutor group by	10
B10. Classroom teachers at KCC will support behaviour for learning by	10
B11. Team Leaders at KCC will support behaviour for learning by	11
B12. The Inclusion Team at KCC will support behaviour for learning by	11
B13. The Leadership team will support behaviour for learning by	11
B14. Parents and Carers of students at KCC will support behaviour for learning by	12
B15. The Balance of Probabilities	12
B16. Investigating Incidents in College	12
B17. Recognising the impact of SEND on behaviour	12
B18. Empathy, dignity, choice and responsibility	13
B19. Safeguarding	13
B20. Individual Student Plans	13
B21. Partnership and Support for Persistent Behaviour Patterns	13
B22. Our duty to keep students safe	13
B23. Restrictive interventions, including the use of reasonable force	13
B24. Recording, reporting and monitoring restrictive interventions	14
B25. Our approach to bullying	14
B26. Drugs education	14
B27. Drugs and the college community	14
B28. Prohibited items and items banned by the college	14
B29. Searching students	15
B30. Recording searches	15
B31. Support following a search	15
B32. Confiscation	16
B33. Smoking, vaping and alcohol	16
B34. Smartphones and connected devices	16
B35. Online misbehaviour	16
B36. Behaviour on college transport	16
B37. Use of toilets during the college day	17
B38. Behaviour Outside of College Premises	17
B39. Zero-tolerance approach to Sexual Harassment and Sexual Violence	17
B40. Malicious Allegations	17
B41. Suspected Criminal Behaviour	18
B42. Complaints	18
B43. Monitoring and Evaluating College Behaviour	18

Part C: KCC Behaviour Systems and Routines	19
C1. The KCC Consequence Pathway	19
C2. Reset timing.....	20
C3. Escalation triggers	20
C4. Conduct in Reset, Reflection and the Behaviour Support Room	20
C5. Detentions	20
C6. Breaktime Detention.....	20
C7. Report Card	21
C8. Attendance and Punctuality	21
C9. Truancy.....	21
C10. Behaviour outside of the classroom is.....	22
Part D: Suspension, Permanent Exclusion and Pupil Movement	23
D1. Relationship with the ESW Suspensions and Permanent Exclusions Policy.....	23
D2. Suspension and permanent exclusion	23
D3. What parents and carers will be told	23
D4. Reviewing a suspension or permanent exclusion	23
D5. Return from suspension	24
D6. Other ways a student may be placed elsewhere	24
D7. Off Site Direction.....	24
D8. Managed Move	24
D9. Alternative Provision	25
D10. Unlawful exclusion	25
D11. Recording suspensions and permanent exclusions.....	25
D12. DfE Guidance and Codes for Suspension	25

Education South West (ESW) Behaviour and Culture Policy

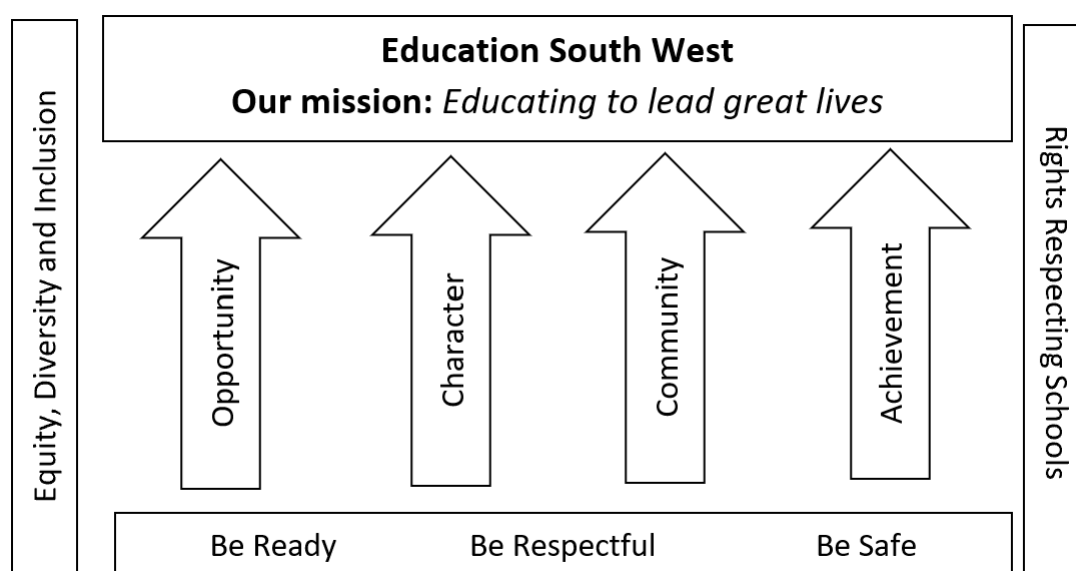
Part A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school

The culture of our schools 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 schools 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 school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



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

EDI are key concepts in creating fair and supportive environments across our schools 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. The Trust recognises that equality does not always mean identical treatment. Reasonable adjustments will be made, where appropriate, to ensure pupils are not disadvantaged because of disability or additional needs, whilst maintaining high expectations for all.

A3. The role of Rights Respecting Schools in developing our school culture

As Rights Respecting Schools (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 pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils 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 pupils to understand the impact of their actions and work towards repairing harm. Restorative approaches do not replace appropriate sanctions where these are necessary.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils 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 pupils.

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

The guiding principles which underpin all behaviour management in our schools 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 pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **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 pupils' 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 pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).

- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school 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 needs for all pupils 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 pupils have with their school 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 pupils 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 schools (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 school 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 school 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 school policies are 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](#)

[Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#)

[Supporting pupils with medical conditions at school](#)

[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 \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school 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 school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/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 school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

A9. Governance and Responsibility

The responsibilities for this policy and the school behaviour policy (Part B) are:

- Trust board approves Part A
- CEO ensures implementation across the Trust
- Executive leaders monitor consistency
- Headteachers implement the policy through Part B
- Local governing bodies (where applicable) monitor implementation
- Staff are responsible for applying the policy consistently

Part B: KCC Behaviour for Learning Policy

B1. Our vision: 100% Disruption-Free Learning

Every student has the right to 100% disruption-free learning. Every teacher has the right to 100% disruption-free teaching.

From September 2026, our behaviour system is built on this overarching aim. Our vision is to provide a safe, calm and orderly environment where every student is ready to learn and no individual disrupts the learning of others. This policy sets out a clear and fair system of consequences that staff apply when students do not meet the high standards we expect, both inside and outside the classroom.

We have 3 core principles, which we apply to the KCC values, based on being a scholar: Successful, Considerate, Hard-working, Our Best Selves, Leadership, Aspirational and Resilient. This enables us to create an orderly and calm learning environment.

B2. Our three rules and Scholar values

Rule 1: Be Ready – We are:

- **Successful** by arriving to lessons on time, equipped and wearing uniform correctly.
- **Hard-working** in all lessons by engaging in all learning activities.
- **Aspirational** by always trying our best and being willing to ask for or offer help when needed.

Rule 2: Be Respectful – We are:

- **Respectful** of others' right to learn. Every student has the right to disruption-free learning. Every teacher has the right to disruption-free teaching.
- **Considerate** of other people, their views and the college community.
- **Leaders** by actively listening and setting a positive example for others.

Rule 3: Be Safe – We are:

- **Safe** by following staff instructions, first time, every time.
- **Resilient** by taking time to think before we act and speak.
- **Our Best Selves** by keeping our hands to ourselves and never engaging in physical behaviour with others: hands off.

Rewards

B3. Celebration of success

All subjects have systems to recognise excellent effort and achievement. Attitude to Learning grades (AtLs) indicate to students and parents the effort and attitude that is demonstrated in lessons.

B4. Commendations are given for

- Consistently high standards of work or effort over a period of time
- A single outstanding project, assignment or piece of work showing significant achievement or effort.
- A notable contribution to the life of the college or community, by participation in a special event or situation.
- Reliably carrying out a responsibility over time.

B5. Students can achieve the following awards by obtaining the following number of commendations

- Tutor Award – 5 Subject Commendations
- Inclusion Lead Award – 20 Commendations
- Principal Award – 50 Commendations
- Governor Award – 75 Commendations
- Exceptional Performance Award – 100 Commendations

B6. Celebration of Achievement

We are proud of the positive teaching and learning environment that we create, and we recognise the importance of recognition when students achieve their best.

Teachers award house points for our Scholar Values: Successful, Considerate, Hard-working, Our Best Selves, Leaders, Aspirational and Resilient. Each value that is awarded is automatically communicated home via the Class Charts App as a notification and a house point awarded to the student.

Staff and students are encouraged to celebrate success at every opportunity, and a range of rewards exist for this purpose, including:

- Verbal Praise
- Positive phone calls home
- Positive postcard or letter of congratulations home
- Student of the Week nomination
- Tutee of the Week nomination
- Celebration Assembly
- Student of the Term nominations

B7. House System

The house system, which is student-led, aims to foster a culture of reward and recognition through KCC House Points. Students are awarded House Points for participation and achievement in non-academic activities such as House Competitions, extra-curricular clubs and the Discovery Curriculum.

B8. Students at KCC will support behaviour for learning by fulfilling these expectations:

- Follow staff instructions, first time, every time.
- Not interrupt the learning of others. No student has the right to disrupt the learning of others. Our students deserve disruption-free learning so they are able to progress and fulfil their true potential.
- Not lay hands on each other, avoiding unintentional negative interactions.
- Move calmly and with purpose between lessons.
- Move on the first bell and be in lessons by the second bell.
- Wear college uniform correctly at all times and respond positively when staff correct it (see the Uniform Policy).
- Follow whole-college attention routines such as TALL: Track the teacher, Arms in front with empty hands, Listen, to Learn.
- Use the 'Out of Lesson' lanyard system when leaving a lesson for any reason.

- Report any cases of unsafe, unkind and disrespectful behaviours to a staff member immediately.
- Take responsibility for their behaviour choices in line with this policy

This applies to all lessons, breaktime and conduct to and from college.

Equipment Check List

Students are expected to arrive at college every day with the following:

- A clear pencil case, containing black pens, pencils, a purple pen, a rubber, a ruler, a glue stick and a highlighter
- A laminated timetable card (provided by the college)
- A scientific calculator (we recommend the Casio fx-83GT CW)
- The KCC Knowledge Organiser and Home Learning booklet (provided to students)
- A backpack

Equipment is checked during registration every morning. Where a student is missing an item they are referred to the College Shop, where equipment can be purchased.

B9. Tutors at KCC will support behaviour for learning by monitoring their tutor group by

- Supporting students' learning and personal and social development
- Ensuring that students are ready to learn each day
- Leading the morning warm welcome routine so that every day starts calmly, with the register taken, key notices shared and uniform checked.
- Keeping informed of welfare and behaviour issues which arise with students, monitoring patterns using Class Charts, Inclusion Briefings and discussions with staff and students. Tutors will refer and intervene as appropriate.
- Working with Inclusion Leads to support positive behaviour
- Building positive relationships with the tutor group
- Responding in a timely manner to parental concerns

Tutors use their professional judgement to decide when to contact parents or carers and when to refer a student to the Inclusion Lead (IL). If the IL does not see satisfactory improvement, the matter may be escalated to a member of the senior leadership team. Parents and carers may be required to attend a meeting in college to discuss concerns and consider further support, as required.

B10. Classroom teachers at KCC will support behaviour for learning by

- Creating a calm and safe learning environment for students
- Modelling expected behaviour and positive relationships
- Planning and teaching high quality lessons which engage and motivate students to achieve
- Planning and teaching lessons which reflect the needs of all learners and their learning plans or individual support plans
- Using praise and rewards that are focussed on attitude and effort in class as well as academic success
- Ensuring all appropriate elements of other relevant policies are understood and applied including Child Protection and Safeguarding, especially where this relates to peer-on-peer abuse/harassment

B11. Team Leaders at KCC will support behaviour for learning by

- Monitoring and ensuring that rewards celebrate student progress in their subject area
- Using appropriate strategies to maximise achievement and positive ethos in their subject area.
- Maintaining a positive learning environment in their subject area
- Monitoring incidents and being proactive in support where there are repeat concerns
- Establishing and monitoring intervention plans for individuals, classes and cohorts as appropriate
- Assuming responsibility for following incidents up and applying consequences

B12. The Inclusion Team at KCC will support behaviour for learning by

- Being proactive through high visibility and presence at key times throughout the day
- Monitoring daily achievement and behaviour logs on Class Charts
- Providing guidance and support through contact with parents and carers
- Providing guidance and support through working with students
- Providing opportunities for restorative work to support and rebuild relationships with staff where necessary
- Ensuring appropriate opportunities have been provided to listen to students including gathering witness statements
- Keeping accurate records of interventions with students and liaison with parents, carers and external agencies
- Dealing promptly and effectively with instances of bullying
- Making effective use of information from the SEND team and relaying concerns back to them
- Ensuring all appropriate elements of other relevant policies are understood and applied including Child Protection and Safeguarding, especially where this relates to peer-on-peer abuse/harassment

B13. The Leadership team will support behaviour for learning by

- Taking a lead in recognising student achievement, coordinating termly and annual celebrations as appropriate and ensuring there are adequate resources to implement rewards and incentives.
- Modelling an emotionally literate, relational approach when interacting and working with staff, students and the community
- Establishing and communicating clear expectations through assemblies, communications with staff, students and parents and carers, and by taking responsibility for serious behaviour issues.
- Being visible in and around the college both in and out of the classroom
- Communicating clearly the outcomes of serious incidents to staff and the college community as appropriate
- Establishing clear boundaries of what constitutes a serious incident amongst students and staff
- Ensuring that relevant training opportunities are provided for staff
- Monitoring serious incidents closely and working in partnership with Devon Inclusion Team and other relevant external agencies to help students in most serious need of improving their behaviour.

B14. Parents and Carers of students at KCC will support behaviour for learning by

- Reading the college's behaviour for learning policy and reinforcing it at home
- Supporting their child in adhering to the college's behaviour for learning policy
- Downloading and regularly checking the Class Charts App, which shares both positive recognition and behaviour incidents on the day they happen.
- Ensuring consistent and punctual attendance at college
- Supporting their child to attend college in full uniform and with the correct equipment
- Informing the college of any changes in circumstances that may affect their child's welfare or behaviour
- Discussing any behavioural concerns with the college promptly
- Working in partnership with the college following any incidents
- Raising any concerns about the management of behaviour with the college directly.
- Attending meetings that parents and carers are invited to
- Attending return from suspension meetings in accordance with the DfE guidance on good practice for colleges following a suspension from college.

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's policy and working in collaboration with them to challenge and address welfare and behavioural concerns.

B15. The Balance of Probabilities

As a college, we will apply the civil standard of proof to all decisions regarding behaviour in and out of college. When establishing the facts in relation to a suspension or permanent exclusion decision the Principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal can accept that something happened if it is more likely that it happened than that it did not happen.

B16. Investigating Incidents in College

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

- CCTV
- Student and staff statements
- Student IT account screening
- Searches. Any such search will be conducted in accordance with the DfE guidance on searching and screening (Searching, screening and confiscation: advice for colleges 2022).

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

B17. Recognising the impact of SEND on behaviour

The college recognises that some students' behaviour may be impacted by a Special Educational Need or Disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a student's SEND, while recognising that not every incident of misbehaviour will be connected to their SEND. Decisions are made on a case-by-case basis.

SEND is not an excuse for poor behaviour, but reasonable adjustments are made so that students with SEND are able to meet our expectations. Before a consequence is applied, staff consider whether the student was able to understand the instruction and able to act differently at the time. Referrals to Reset and Reflection are checked against the student's Learning Plan or EHCP, and the SENDCo considers whether unmet needs are contributing to the behaviour. Where a student has an EHC plan, the college secures the provision set out in it and works with the local authority.

B18. Empathy, dignity, choice and responsibility

Staff endeavour to ensure that consequences are applied calmly and, wherever possible, privately, so that a student's dignity is preserved. Staff use de-escalation to prevent behaviour escalating, and students are given a clear choice about what happens next.

B19. Safeguarding

The college recognises that changes in behaviour may be an indicator that a student is in need of help or protection. The college will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the college will follow its safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

B20. Individual Student Plans

Where a student has complex, significant needs, a child-centred plan will be implemented and shared, under a 'plan, do and review' cycle. All plans are designed to specify further support and set clear, achievable targets. Plans will be reviewed in a timely manner, according to student need.

B21. Partnership and Support for Persistent Behaviour Patterns

We believe in working in partnership with parents and carers to support positive behaviour. If a student receives repeated Resets or Reflections within a fortnight, this indicates that the consequences alone are not securing a change in behaviour. Where this is the case the college may hold a Parent and Carer Meeting. This meeting will be an opportunity to understand the underlying causes of the behaviour and to agree on a consistent, shared approach between college and home to improve the pattern of behaviour.

B22. Our duty to keep students safe

All staff have a duty to keep students safe. We prevent and de-escalate wherever possible, so that physical intervention is rarely needed. A restrictive intervention is any action that restricts a student's movement or freedom to act, and includes physical restraint and seclusion. The use of reasonable force is one type of restrictive intervention.

B23. Restrictive interventions, including the use of reasonable force

The college follows the DfE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026). Staff may use reasonable force where it is necessary to prevent injury to any person, serious damage to property, the commission of an offence, or serious disruption to good order and discipline. Any intervention is a last resort, uses the minimum level of restriction for the shortest time necessary, and is never used as a punishment or to cause pain, humiliation or distress. Staff take account of a student's SEND, medical, communication and safeguarding needs. Seclusion is not used as a consequence at KCC, and Reset, Reflection and the Behaviour Support Room are not seclusion.

B24. Recording, reporting and monitoring restrictive interventions

Significant incidents involving the use of force are recorded and logged. Parents and carers are informed as soon as is reasonably practicable, normally on the same day, unless there is a safeguarding reason not to do so. Students and staff involved are offered support afterwards. Records are reviewed each half term by the Senior Leadership Team and reported to the governing board.

B25. Our approach to bullying

Bullying of any kind is not acceptable and is always taken seriously. Students, parents and carers should report concerns to the Inclusion Lead for the year group. Incidents are recorded and monitored, and the college responds in line with the KCC Anti-Bullying Policy.

B26. Drugs education

The college ensures that students are informed about the nature and effects of drugs through pastoral and PSHE programmes.

B27. Drugs and the college community

All members of the college have the right to be educated in a community where neither the use nor passing of drugs is tolerated. Every situation is thoroughly investigated and any subsequent action considers the need to balance the seriousness of the incident, the needs and circumstances of the individual and the need to ensure that the college remains a drug-free community. This includes college trips and visits and transport to and from college. Furthermore, selling of drug-related substances is likely to result in a suspension to safeguard all students and may lead to a permanent exclusion from college. See separate policy.

B28. Prohibited items and items banned by the college

The following are **prohibited items**. The college has a statutory power to search a student, or their possessions, for these items without consent, and may use reasonable force to do so where necessary:

- knives and other weapons
- alcohol
- illegal drugs and related paraphernalia
- stolen items
- tobacco, cigarette papers, vapes, e-cigarettes and related items
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to any person (including the student), or to cause damage to property

The college has also **banned the following items** under its own rules. Staff may search a student or their possessions for these items with the student's consent, but reasonable force must not be used to search for them:

- matches and lighters
- aerosols
- energy drinks
- chewing gum

- correcting fluid
- legal highs
- snus
- smart phones, smart watches and other devices with filming or messaging capability
- any medication not handed in to Check-in or Reception
- laser pens
- any item which could cause danger to any person

Prohibited items must never be brought onto the college site.

B29. Searching students

Searching, screening and confiscation are conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searches are led by members of the Senior Leadership Team, the Inclusion Team or other staff authorised in writing by the Principal.

A search may be carried out where a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item or an item banned under section B28, or where the student has agreed to the search.

Before carrying out a search, the authorised member of staff will:

- assess whether there is an urgent need for the search
- assess whether not carrying out the search would put 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, what the search will involve, and how and where it will be carried out
- give the student the opportunity to ask questions, and seek their co-operation

An appropriate location will be found for the search, away from other students where possible. A search will only take place on college premises, or where a member of staff has lawful control or charge of the student, for example on a college trip.

If a student refuses. Where a student refuses to agree to a search, an appropriate behaviour consequence may be applied.

Informing parents and carers. Parents and carers will always be informed of any search for a prohibited item. A member of staff will tell them, as soon as is reasonably practicable, what happened, what was found (if anything), what has been confiscated (if anything), and what action the college has taken, including any consequences applied.

B30. Recording searches

Every search is recorded., This includes the reason for the search, who carried it out and who witnessed it, what was found and what action followed. Search records are reviewed each half term by Senior Leadership Team including any patterns by protected characteristic, and reported to the governing board.

B31. Support following a search

A search can be distressing. The student is given the opportunity to speak to a trusted adult afterwards, and staff consider whether pastoral support or a safeguarding referral is needed. Where a search follows a safeguarding concern, the designated safeguarding lead is informed.

B32. Confiscation

Staff will confiscate any prohibited item found as a result of a search, and any item they consider harmful or disruptive. Prohibited items are not returned; weapons, illegal drugs and extreme pornography are always passed to the police. Parents and carers are told what has been confiscated and of any consequence applied.

B33. Smoking, vaping and alcohol

The college has a no smoking and no vaping policy, which extends to the local area during college hours, to the journey to and from the site, and to any occasion when a student is off site and identifiable as a KCC student or representing the college at an external event.

If a student smokes, vapes or drinks alcohol, or is present with others who are doing so, a search will be conducted in accordance with sections B28 to B31. Smoking, vaping and alcohol-related items are prohibited items; they will be confiscated and disposed of, and will not be returned.

Incidents relating to smoking, vaping and alcohol are recorded under the 'Drug and alcohol related (DA)' DfE category (see section D8), and may result in a suspension.

B34. Smartphones and connected devices

Smartphones and other connected devices must not be brought into college at any time (unless a medical exemption or arranged adjustment is in place), in line with the KCC Smart Phone Policy. Simple phones should be switched off and stored away in bags. If a device is seen or heard, it will be confiscated in accordance with the Smart Phone Policy. If a student refuses to hand a device to a member of staff when asked parents and carers will be contacted. If the student does not hand in their smart phone or device by the end of the college day this may result in a suspension. Parents and carers are asked not to contact their child on their mobile phone during the college day; in cases of emergency, please contact the college Reception.

B35. Online misbehaviour

The college can issue behaviour consequences 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

Consequences will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a college-organised trip).

B36. Behaviour on college transport

This Behaviour for Learning Policy includes the times that students are using college transport. Where poor behaviours continue on the bus, parents will be contacted and students will be issued with a warning letter by Devon County Council and a bus contract that students and parents will sign. If students continue to breach this policy, they will be reported to Devon County Council, which may remove them from the bus for a period of time. Students will be allowed to reintegrate back onto the bus but if behaviours continue, a complete ban from the bus may occur.

B37. Use of toilets during the college day

Students are strongly encouraged to use the toilet facilities, located across the college, before college, during break times and after college, so their learning is not interrupted during lesson time. Students with a medical pass can go to the toilet at any time. If a student needs to go to the toilet during a lesson, students will be permitted to use the toilets one at a time when issued the staff 'Out of Lesson' lanyard. Students will not be permitted to use the toilet in the first and last 15 minutes of lessons to support teaching and learning. Where a verified medical note has been provided, students may be issued a toilet pass. These are issued by the Senior Leadership Team. Consequences can be applied in cases where the use of toilets by a student compromises the safety, wellbeing and/or academic progress of themselves and/or others.

B38. Behaviour Outside of College Premises

The college will apply consequences which are reasonable, proportionate and fair when students show misbehaviour outside of the college premises, in line with DfE 'Behaviour in Schools' guidance, which states: 'Colleges have the power to sanction students for misbehaviours outside of college premises to such an extent as is reasonable'.

Outside of college premises includes:

- When taking part in any college-organised or college-related activity
- When travelling to or from college
- When wearing college uniform
- When the student is in some way identifiable as a member of the college

There may be a consequence for student behaviour off-site when their actions:

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

B39. Zero-tolerance approach to Sexual Harassment and Sexual Violence

All incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The college's response will be proportionate, considered, supportive and decided on a case-by-case basis. Depending on the outcome of a risk assessment, the college may manage the incident internally, refer to early help, refer to children's social care, or report to the police. Please refer to the college Safeguarding Policy for more information.

B40. Malicious Allegations

Where a student makes an allegation against a member of staff, or an allegation of sexual violence or harassment against another student, and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or whether the allegation may have been a cry for help; if so, a referral to children's social care may be appropriate. The college will also consider the pastoral needs of staff and students accused of misconduct.

B41. Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the Principal will report the incident to the police. When establishing the facts, college staff will endeavour to preserve any relevant evidence to hand over to the police. College staff will not interfere with any police action taken, but may continue to follow their own investigation procedure and apply consequences, as long as this does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

The Principal does not need to postpone a decision to suspend or permanently exclude solely because a police investigation is under way or criminal proceedings may follow, and will take a decision on the evidence available at the time. Where the governing board is required to consider reinstatement in these circumstances, it cannot postpone its meeting and must decide on the evidence available to it at the time.

B42. Complaints

Concerns about the way this policy has been applied should be raised by following the college complaints procedure.

B43. Monitoring and Evaluating College Behaviour

The college records and analyses behaviour data, including removals from the classroom, suspensions and permanent exclusions, searches and confiscations, incidents of bullying and discriminatory behaviour, and the views of students, parents, carers and staff. Data is analysed by year group, by vulnerable group and by protected characteristic so that the college can identify patterns, check that this policy is applied consistently and fairly, meet its duties under the Equality Act 2010, and put support in place. The governing board reviews this data, including the number and characteristics of students who leave the college by any route, to assure itself that suspension and permanent exclusion are used only when necessary and, in the case of permanent exclusion, as a last resort.

Part C: KCC Behaviour Systems and Routines

Part C sets out how the behaviour system runs day to day: the consequence pathway, the timings that apply at each stage, the consequences attached to specific behaviours, and the routines that support them.

Reset, Reflection and the Behaviour Support Room are forms of removal from the classroom, as described in the DfE guidance Behaviour in Schools (February 2024). They are not suspensions and are never recorded as one. In every case the student remains on site and continues to receive education under the supervision of a member of staff; parents and carers are informed on the same day; the removal is recorded on Class Charts and monitored under section B43.

CI. The KCC Consequence Pathway

Students receive one clear verbal warning in lessons. If disruption continues after that warning, the student is removed from the lesson. Disruption is any choice made by a student that hinders the teaching and learning experience for staff and students. Examples include talking over the teacher, calling out, off-task chatter, leaving a seat without permission, refusing to engage with work, arriving wearing incorrect uniform and arriving late.

The pathway below sets out the stages, from an in-lesson verbal warning through to suspension. At every stage, students are given the chance to make the right choice, re-engage with learning and start fresh.

1. **Verbal Warning.** One warning. Name written on the board.

2. **Reset.** Reset is a short-term removal from lessons, until the end of the next breaktime. Students continue to receive education whilst temporarily removed from their normal classroom environment.

Reset will normally involve:

- Removal from lessons for up to two lessons
- Attendance during a social time
- Reflection on behaviour
- Restorative support and/or conversations
- Completion of core curriculum work

3. Reflection

Students are referred to Reflection for repeated referrals to Reset in the same college day, four referrals to Reset in a college week or a more serious incident.

Reflection is an internal consequence and is not a suspension, where a more adapted intervention is delivered within the Intervention Behaviour Rooms. Reflection is for a full five period learning cycle. Students continue their education through:

- Oak National Academy resources
- Behaviour coaching
- Restorative work

4. Behaviour Support Room

If a student fails Reflection or for a more serious incident a student may be referred to the behaviour support room. Parents and Carers are contacted to discuss the behaviour in college. A behaviour risk assessment is completed. A student remains in the behaviour support room for the remainder of the college day. If a student is referred to the Behaviour Support Room for failing reflection, they return to reflection on the subsequent day to complete their full five period learning cycle.

C2. Reset timing

Reset always runs to the end of the next breaktime, so students never miss a full day of lessons at this stage:

Lesson in which Reset is issued	Student remains in Reset until
Period 1 or Period 2	End of Break 1
Period 3 or Period 4	End of Break 2
Period 5	Remainder of Period 5, then Period 2 and Break 1 the following college day

C3. Escalation triggers

Escalation to Reflection: a failed Reset; two or more Resets in a day (or a Reset in Period 5 followed by further disruption in registration or Period 1 the next day); four incidents of Reset in a week; or a one-off serious incident.

Escalation to the Behaviour Support Room: a failed Reflection; two or more Reflections in a week; or a one-off serious incident.

Escalation to Fixed-Term Suspension: failure of the Behaviour Support Room, or a one-off serious incident.

C4. Conduct in Reset, Reflection and the Behaviour Support Room

Students who have been removed from the classroom continue to receive a meaningful education under the supervision of a member of staff. Upon arrival, students will:

- Sit silently, facing the front, and remain seated
- Work hard throughout, as demonstrated through continuous engagement
- Ask for help when needed
- Respond to staff instructions the first time asked

Students will be supported to complete these stages successfully. Students will be given the opportunity to eat at breaktimes and drink water throughout. Parents are informed on the same day that their child has been removed from the classroom.

C5. Detentions

Students must attend detentions and we would expect parents and carers to support the college with this important consequence. Parental consent is not required for detentions. Students with significant SEND may have an appropriate, reasonable adjustment applied, as required. A record is kept of all incidents and consequences and reviewed to ensure the policy does not unintentionally discriminate against any particular group of students.

C6. Breaktime Detention

Students who do not meet the college expectations for behaviour may be issued with a breaktime detention. The college breaktime detention system operates from 13:50–14:20pm. Breaktime detentions will be used for the following circumstances:

- Three incidents of lateness across the college week
- Three incidents of incorrect uniform across the college week
- Three incidents of incorrect equipment across the college week
- Disruptive behaviour outside of lessons

- Inappropriate language
- Other low-level breaches of this policy, at the discretion of staff

The college will ensure that reasonable time is given for the student to eat, drink and use the toilet.

C7. Report Card

Report cards give the opportunity to identify where students are experiencing success in college so that it can be built on across all subjects. Following a student request or a decline in positive behaviour choices, the Tutor, Inclusion Lead or a member of the Senior Leadership Team may put a student on a weekly report. The report is a tangible method to show the student where they are making positive and negative behaviour choices. The student is required to ensure that every teacher from all of their lessons is handed the report and notes down their score (1–4) at the end of each lesson based on a maximum of 3 targets. Parents and carers sign the report in the evening and the report is then replaced with a new one the following week.

Report colours are as follows:

- Subject Report = Cream
- Tutor = Green
- Inclusion Lead = Lilac
- Senior Leadership Team = Blue

Subject reports are issued and monitored by Subject Leaders. Parents and carers are informed via a phone call or email if their child is placed on report.

C8. Attendance and Punctuality

An AM late mark (L) is given to students who arrive after 08:50am but before 09:20am. Those who arrive after 09:20am are given an AM unauthorised absence (U). Late marks are additionally recorded for students who do not arrive to their timetabled lessons on time. AM Late Escalations (any arrival after 9:20am) are recorded at reception and names passed to the Attendance Officer.

Punctuality to lessons – every minute matters. Students move on the first bell and are expected to be in lessons by the second bell. A student who arrives after the second bell receives their verbal warning. A student who arrives more than 10 minutes after the second bell, without a late note or verified pass, is referred to Reset.

Where there is persistent lateness, the college will inform parents and carers and set clear targets for improvement. A letter will be sent home and the Education Welfare Officer (EWO) will be involved in order to ensure students are attending their lessons as outlined in their curriculum.

C9. Truancy

Truancy is defined by the college as the deliberate avoidance of timetabled lessons and scheduled interventions of support. Truancy represents a significant safeguarding risk, due to the additional and unforeseen time required by staff to locate and track truanting students.

Truancy includes, but is not limited to:

- Arriving more than 10 minutes late to lessons without a note or verified pass
- Not going to a lesson without teacher approval
- Not being in the right place at the right time
- Leaving the college site without permission

- Being in college and not attending timetabled lessons

The consequence of truancy is referral to Reset, with escalation to Reflection for repeated truancy, so that college staff know where the student is at all times during the college day. This is in order to more effectively safeguard the student and maintain the ability of staff to achieve their other professional responsibilities.

C10. Behaviour outside of the classroom is

- Behaviour in the corridors and communal areas of the college
- Behaviour at breaktimes
- Behaviour on the way to and from the college: in the community, on the bus, etc.
- Behaviour outside of college when it impinges on the well-being of other students and or staff (e.g., via social networks, etc.)

During lesson transitions, teaching staff are visible at classroom doors and on corridors. Staff use Ready, Respectful and Safe as common language and address issues relationally and calmly. Where poor behaviour outside of lessons continues after one clear verbal warning, students are referred to Reset; defiance is referred to Check-in.

Part D: Suspension, Permanent Exclusion and Pupil Movement

D1. Relationship with the ESW Suspensions and Permanent Exclusions Policy

This part must be read alongside the Education South West Suspensions and Permanent Exclusions Policy and the DfE statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026). Those documents govern the process in full, including the roles of the Principal, the governing board, the Trust and the local authority, reinstatement meetings and independent review panels. Part D summarises what this means for students, parents and carers at Kingsbridge Community College. Where this part and the statutory guidance appear to differ, the statutory guidance takes precedence.

D2. Suspension and permanent exclusion

Only the Principal may suspend or permanently exclude a student on disciplinary grounds, and this decision cannot be delegated. Where the Principal is absent, the power is exercised by the member of staff formally acting in the role of Principal.

A suspension removes a student from college for a fixed period. A student may be suspended for one or more fixed periods, up to a maximum of 45 college days in a school year, and a suspension may apply to part of a day, such as a lunchtime.

A permanent exclusion removes a student from the college roll. It is used only as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the student to remain in college would seriously harm the education or welfare of the student or others.

Every decision is taken on the balance of probabilities and must be lawful, reasonable, fair and proportionate. Before deciding, the Principal considers the student's SEND and any EHC plan provision, reasonable adjustments, safeguarding and mental health needs, the student's own views, and the support already provided.

D3. What parents and carers will be told

Parents and carers are informed of a decision to suspend or permanently exclude without delay, by telephone where possible, and in writing. The written notice sets out the reasons for the decision, the length of a suspension and the date the student returns, or the fact that the exclusion is permanent. It explains the right to make representations to the governing board and how to do so, the right to see the student's school record, and where to get free, impartial advice.

The governing board, the local authority and, where relevant, a student's social worker and Virtual School Head are informed in line with the statutory guidance.

For the first five college days of a suspension, parents and carers are responsible for ensuring that the student is not in a public place during school hours without reasonable justification, and the college sets work that can be completed at home. From the sixth consecutive day of a suspension, the college arranges suitable full-time education. Following a permanent exclusion, the local authority arranges suitable full-time education from the sixth day.

D4. Reviewing a suspension or permanent exclusion

Parents and carers may make representations to the governing board about any suspension or permanent exclusion. The governing board must meet to consider reinstatement where a student has been permanently excluded, where a suspension brings the student's total to more than 15 college days in a term, or where a suspension would cause the student to miss

a public examination or national curriculum test. Where the total is more than five but not more than 15 days in a term, the board will meet if parents and carers ask it to. Meetings are arranged within the timescales set out in the statutory guidance, and parents, carers and the student may attend.

If a permanent exclusion is upheld, parents and carers have the right to ask for a review by an independent review panel. The decision letter explains how to do this.

The Principal may cancel a suspension or permanent exclusion before the governing board has met to consider it. Where this happens, parents and carers, the governing board and the local authority are told without delay and the student returns to college.

D5. Return from suspension

The student and their parents and carers are invited to a return from suspension meeting to discuss what happened, agree how a repeat can be avoided and put any further support in place. A student will not be prevented from returning to college, or from returning to a mainstream classroom, because their parents or carers are unable or unwilling to attend. On the day of return the student completes a period of provision in the Inclusion Hub before rejoining lessons. The same approach applies following a cancelled exclusion, a period of off-site direction, or a period of separation for safeguarding purposes.

D6. Other ways a student may be placed elsewhere

Off-site direction requires a student to attend another education setting temporarily in order to improve their future behaviour. It is never used as a punishment for past misconduct, and the student remains on roll at KCC. The direction is made by the governing board, which writes to parents and carers, and to the local authority where the student has an EHC plan, no later than two college days before the placement begins, and keeps the placement under review.

A managed move is a voluntary, permanent transfer to another mainstream school. It is used only where it is in the student's best interests and where parents and carers, the college and the receiving school all agree. Trial moves are not permitted, and no student is permanently excluded because a managed move has been refused.

Alternative provision may be arranged where a student's behaviour continues to affect their own learning or that of others. Objectives, timescales and review points are agreed with the provider and shared with parents and carers.

Separation for safeguarding purposes is a temporary, non-disciplinary measure used where students need to be kept apart while a safeguarding concern is addressed. It is not an exclusion and is never recorded as one. It is agreed with the designated safeguarding lead, education is arranged, and parents and carers are informed.

D7. Off Site Direction

When interventions or targeted support have not been successful in improving a student's behaviour, off-site direction may be used to arrange time-limited placements at an alternative provision or another mainstream college to improve their behaviour.

D8. Managed Move

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream college permanently. If all previous consequences have proved ineffective and the student is at risk of Permanent Exclusion, the college may offer a managed move as part of a planned intervention. The college will inform the County Inclusion Team. Where a

student has an EHC Plan, the statutory duties on the new college and local authority will apply. A managed move will only occur when it is in the student's best interests.

D9. Alternative Provision

If a student's unacceptable behaviour continues to impact on the learning of themselves or others and is showing very little sign of improvement, they may have their education directed to an alternative provision. The aim of the alternative provision will be to support improved decision making and efforts in college.

D10. Unlawful exclusion

Any exclusion of a student from college, even for part of a day, is unlawful unless it is formally recorded as a suspension or a permanent exclusion. The college does not send students home informally to cool off, ask parents or carers to keep a student at home without recording a suspension, or remove a student from the roll to avoid a permanent exclusion. A part-time timetable is used only in exceptional circumstances, as a temporary measure with a planned end date, with the agreement of parents and carers and, where relevant, the local authority.

D11. Recording suspensions and permanent exclusions

Suspensions and permanent exclusions are recorded using the DfE reason codes, which describe the main reason for the decision, for example physical assault against a pupil (PP), verbal abuse or threatening behaviour against an adult (VA), or drug and alcohol related (DA). The full list of codes and their definitions is set out in the statutory guidance.

D12. DfE Guidance and Codes for Suspension

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

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