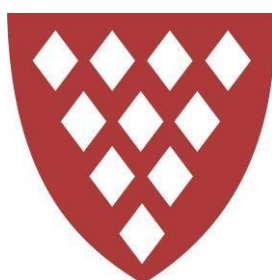


**KINGSBRIDGE  
COMMUNITY COLLEGE**

**Behaviour for Learning  
Policy**



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

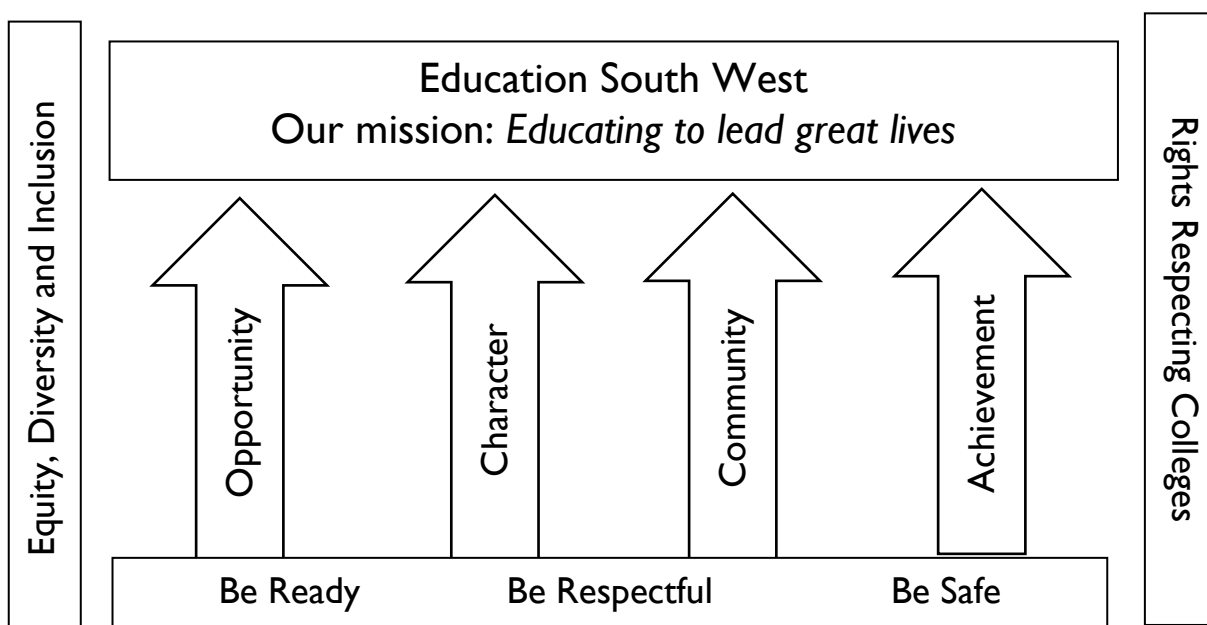
### Education South West (ESW) Behaviour and Culture Policy

#### 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 I 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.

## **B. Behaviour for Learning Intent**

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### **Rewards**

#### **B1. 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.

#### **B2. 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.
- The accumulation of 10 Scholar Points will automatically award students with a commendation.

#### **B3. 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

#### **B4. 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 to 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
- Cakes with Mrs Graham
- Annual Scholar Award nominations

#### **B5. 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.

## C. Roles and Responsibilities

### CI. Students at KCC will support behaviour for learning by:

- Following our 3 core principles in order to create an orderly and calm learning environment. These are:
  1. **Being ready** for learning by meeting our basic expectations of punctuality, equipment and uniform. Engaging in all learning activities and be hardworking to make every minute matters.
  2. **Being respectful** of other people, their views and the learning environment.
  3. **Being safe** at all times and taking care of each other.
- Behaving in line with the KCC values, based on being a scholar:

	<b>KCC Values: are based on being a scholar</b>	
➤ Successful	<b>S</b>	We define our success ourselves and we understand it means different things to different people.
➤ Considerate	<b>C</b>	We look after each other and we also look after ourselves. We understand that being kind to ourselves and others is critical for our community to be the best it can be.
➤ Hard-working	<b>H</b>	We know that hard work underpins our future success. We work hard to achieve our goals – whatever they may be.
➤ Our Best Selves	<b>O</b>	We do everything to the best of our ability. We think about every action we take and how we can do it to have the best impact on ourselves and others in our community.
➤ Leadership	<b>L</b>	We believe that we are all leaders and that leaders do so in many different ways. We believe we should be great role models for everyone around us.
➤ Aspirational	<b>A</b>	We believe that we can achieve great things and that everyone can aim high. We do not judge others for their goals but we support them to achieve their best.
➤ Resilient	<b>R</b>	We believe that we can overcome the obstacles that we will face. We never give up if something is challenging. We know that we can rely on others around us to be positive and support us.

Students are expected to:

- Follow staff instructions.
- 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.
- Report any cases of unsafe, unkind and disrespectful behaviours to 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.

### C2. 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
- Keeping informed of welfare and behaviour issues which arise with students, monitor 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 are required to attend a meeting in college to discuss this concern and consider further support, as required. When significant contextual safeguarding concerns are apparent, this may escalate to a Safer Me or Safer Me Plus plan.

**C3. 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
- Ensuring that this policy is followed and applied consistently
- Planning and teaching high quality lessons which engage and motivate students to achieve
- Planning and teaching lessons which reflect the needs of all learner 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
- Recording behaviour incidents promptly on Class Charts
- Following up all incidents (seeking support when required).
- 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

**C4. 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 through displays and modelling positive and aspirational language to students.
- 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

**C5. 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
- Establishing and communicating clear expectations that reflect our principles through communications with staff, students and parents, and by taking responsibility for serious behaviour issues
- 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

## **C6. 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
- Responding to stakeholder concerns as promptly as possible
- 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 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 the plan of support toward improved outcomes for students with a concerning behavioural profile.

## **C7. 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
- Ensuring consistent and punctual attendance at college
- Informing the college of any changes in circumstances that may affect their child's welfare or behaviour
- Discussing any behavioural concerns with the tutor 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 (A guide for parents on school behaviour and exclusion, DfE, 2003).

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 behavioural concerns.

## **D. Consequences**

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### **D1. 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.

### **D2. 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.

### **D3. 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.

### **D4. 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.

### **D7. 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.

### **D8. 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 marked for students who do not arrive to their timetabled lessons on time. AM Late Escalation (any after 9.20am) are recorded at reception and names passed to the Attendance Officer.

### **D9. Late Lesson Escalation**

Students are expected to arrive to all lessons on time. If a student accumulates 3 incidents of lesson lateness in a week, an After College Detention will be issued for either a Monday or Thursday. Where there is persistent lateness, 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.

### **D10. Truancy**

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

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

Truancy includes but is not limited to events such as those listed here:

- Arriving after 10 minutes to lessons without a note or verified pass
- Not going to a lesson without teacher approval
- Not being in the right place at the right time
- Leaving the College site without permission
- Being in College and not attending timetabled lessons

The consequence of truancy is internal exclusion 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
- Maintain the ability of staff to achieve their other professional responsibilities.

#### **D11. 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.)

#### **D12. Detentions**

Students must attend detentions and we would expect parent and carers to support college with this important consequence. The Department for Education cites the following in the 'Behaviour in colleges; Advice for headteachers and college staff – September 2022' document.

- Teachers have authority to issue detention to students, including same-day detentions.
- A college's behaviour policy should make clear that detention (including detention outside of college hours) can be used as a possible consequence.
- A detention is a commonly used consequence, often used as a deterrent to future misbehaviour.
- The Principal can decide which members of staff can issue detentions.
- Parental consent is not required for detentions that satisfy the conditions mentioned in paragraphs 65 & 66 of the 'Behaviour in colleges 22' guidance.

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.

#### **D13. A Breaktime Detention**

Students who do not meet the college expectations for behaviour will be issued with a Break time detention. The college breaktime detention system operates from 13.50-2.20pm in IT2. Breaktime detentions will be used for the following circumstances:

- Parking from a lesson
- Disruptive behaviour outside of lesson
- Truancy
- Defiance

#### **D14. An After-College Detention (ACD)**

The after-college detention system operates after college on a Monday and Thursday at 3.20 – 4.20 pm in IT2. This may be used for the following circumstances:

- Three or more separate incidents of missing equipment, uniform infringement or punctuality in a week. Totals are re-set to zero each Monday at 7.30am.
- Unkind behaviour towards another student
- Disruptive behaviour outside of lesson
- Repeated truancy
- Repeated defiance
- Inappropriate language towards other members of the college community
- Repeated unscholarly behaviour
- Possession or use of vapes
- Staff can issue after college detentions for other behaviours where appropriate

#### **D15. Principal's After College Detention (PACD)**

The Principal's after-college detention system operates on a Friday at 3.20-5.00pm and is supervised by a member of the college Leadership Team. This detention takes place in IT2. PACD may be used for the following circumstances:

- Repeated failure to attend after college detention
- At least 3 x Departmental Parkings in a week
- Multiple Internal Exclusion (IE) in a week.
- Theft.
- Significant or persistent breaches of the Behaviour for Learning Policy.
- This may also be used at the discretion of the Senior Leadership Team.

Parents and carers will be informed of ACD through the Class Charts App or email.

Students who repeatedly do not turn up for ACD will be issued with a PACD and further escalation may include Internal Exclusion. Parents are expected to support college. In circumstances where a student may be at increased risk, have a known medical appointment and/or caring responsibilities college staff will endeavour to be reasonable and make alternative arrangements. It is sometimes appropriate for students to have break time detentions as a reasonable adjustment.

#### **D16. Departmental Parking:**

Students are aware of the scholarly behaviour expected of them whilst in college. If these behaviours are not displayed, a verbal warning is given; persistent failure to follow these instructions after two verbal warnings will result in the student being sent to Departmental Parking (DP). The student will remain in DP until the end of that lesson, completing work set by the department. At the end of the lesson, the student should go directly back to see the teacher who issued the DP and hand them the work and re-set ahead of the next lesson via a restorative justice (RJ) conversation. Students who do not adhere to this expected protocol will be collected by the college duty team who will investigate the incident and apply appropriate consequences. In most cases, this will be an internal exclusion. All students will receive a consequence of a break 2 Parking Detention in IT1 on the next college day, as a consequence for being sent to departmental parking.

Expectations for Departmental Parking are consistent with those set by class teachers. Reasonable adjustments are applied for students with significant SEND.

The work provided for students to complete in Departmental Parking is in line with the learning cycle and knowledge organiser to minimise gaps in learning and ensure learning is current and in line with classroom learning activities.

Students who receive three or more DPs in one week will be issued an PACD.

If a student is sent to Departmental Parking parents and carers will be alerted via a Class Chart notification. In instances where a student is parked from the same subject on repeat occasions, the teacher will contact home to inform parents and carers and discuss the concerns, expectations and further support.

#### **D17. Internal Exclusion:**

Students are referred to Internal Exclusion if they fail to follow the Departmental Parking system or do not complete it successfully. A student may also be issued with an IE for a significant breach of the behaviour policy. Students are expected to work in silence. Students are expected to work in the Internal Exclusion Room for a up to a 5-lesson cycle. Reasonable adjustments are made for students with significant SEND to ensure work set is reasonable and fair. The expectations and consequences are consistent with those in the classroom. Should a student ignore warnings one and two, despite positive reinforcement, positive behaviour management approaches by the supervisor and any reasonable adjustments, the student will receive a further consequence. In the majority of cases, this will be a suspension but may also be a day (or multiple days) of directed education at a different setting such as another ESW college/college, or an outreach/alternative provision provider. Students who have three or more Internal Exclusions in a week will be issued a PACD.

#### **D18. External Reflection**

As part of the ESW strategy, we have the opportunity to use the Internal Reflection facilities within other schools in our Trust, which we will refer to as External Reflection. This is as an alternative to a Suspension (fixed-term exclusion). This means that students serve a fixed period of time of External Reflection in one of the Trust Schools or Colleges. This will allow the student to still complete work in a supervised learning environment.

#### **D19. Suspension:**

A Suspension may be used in the following circumstances:

- Repeated refusal to follow reasonable staff instructions
- Persistent disruptive behaviour including failure of Internal Exclusion
- Gross rudeness, swearing or verbal aggression to a member of the college staff
- Persistent and serious failure to observe the college expectations and Behaviour for Learning Policy
- Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff
- Large-scale disruption of corridors and classrooms
- Discrimination
- Hate incident, discriminatory language relating to a protected characteristic
- Theft
- Deliberate damage to College property
- In possession of, use of or distribution of vapes
- Malicious allegations against staff and/or students
- Abuse of substances, drugs, alcohol, as shown in the college Drugs Policy
- Violence or unacceptable conduct to another member of the college community, including behaviour which intends to or is likely to endanger another's health or safety
- Sexual harassment or misconduct (see safeguarding policy)
- Possession/use of a weapon (real or imitation)
- Behaviours outside the College that compromise the safety of individuals and/or bring the College reputation into disrepute

## **D20. Length of Suspension**

The length of all suspensions will be decided by the Principal. In cases where a group of students have collaborated to breach the behaviour policy, the length of the suspension for each student will be considered individually. For suspensions that involve multiple students, the length of the suspension will be proportionate to their contribution to the event. In any case, the length of suspension will be determined by:

- The severity of the incident
- The contribution to the incident by the individual
- Subsequent escalating behaviours displayed by a student after the decision to suspend has been communicated to them
- Student-specific adjustments linked to SEND needs
- Student-specific adjustments linked to safeguarding needs.
- Where there is a repeated breach of conduct or behaviour leading to a suspension the length of suspension may be increased to emphasise the seriousness of the behaviour and to provide the student with the opportunity to reflect upon and improve their behaviour.

Where a parent refuses to collect their child and their child's behaviour escalates, the length of the suspension may increase. Where a parent cannot collect their child and their child's behaviour escalates, the length of the suspension may increase. The length of a child's suspension will never be increased due to the decisions and/or individual circumstances of a parent or carer but may be increased in response to the decision the students makes after the initial communication of the consequence.

Parents and carers will be informed of the reason for the suspension, the length and a return date. A formal letter will be emailed or posted home. After a suspension, the student and parents or carers are expected to attend a return from suspension meeting to discuss the incident which led to the suspension, any useful context, and provide an opportunity for parents and carers and students to offer their views on the incident and any useful information which would support a positive return from suspension and fresh start. At this meeting, the college expectations will be reiterated, and any further support will also be discussed. This meeting will be held by the Inclusion Lead who is responsible for the behaviour of their designated year group. However, in some cases a Senior Leader may attend the meeting.

## **D21. 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 multiple detentions at the same level (e.g. After-College Detentions and Principal's Detentions) in a fortnight, it indicates that the consequences are not effecting a change in behaviour. Therefore, the following supportive intervention will be implemented:

1. **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.
2. **Individual Behaviour Plan (IBP):** Following the meeting, an Individual Behaviour Plan may be devised and implemented. This plan will outline:
  - Specific, positive behaviour targets for the student.
  - Strategies staff will use to support the student.
  - How we will regularly communicate progress with parents and carers.
  - Agreed rewards for meeting targets and clear consequences for further incidents.

The purpose of this process is to provide the tailored support and clear structure required to support the student to make improvement in their behaviour and attitude to learning in college.

## D22. DfE Guidance and Codes for Suspension

<p><b>Use or threat of use of an offensive weapon or prohibited item (OW) Includes</b>          Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns          Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property          Use of an offensive weapon</p>	<p><b>Verbal abuse / threatening behaviour against adult (VA) Includes</b>          Threatened violence          Aggressive behaviour          Swearing          Verbal intimidation</p> <p><i>Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff</i>  <i>Aggressive behaviour or unacceptable conduct towards another member of the School community, including behaviour likely to endanger another's health and safety</i>  <i>Malicious allegations against staff and/or students</i></p>
<p><b>Abuse against sexual orientation and gender identity (LG) Includes</b>          Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)          Homophobic, biphobic and transphobic bullying          LGBT+ graffiti          LGBT+ taunting and harassment          Swearing that can be attributed to LGBT+ characteristics</p> <p><i>Hate incident, discriminatory language relating to a protected characteristic</i></p>	<p><b>Bullying (BU) Includes</b>          Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability</p>
<p><b>Abuse relating to disability (DS) Includes</b>          Derogatory statements or swearing about a disability          Bullying related to disability          Disability related graffiti,          Disability related taunting and harassment</p>	<p><b>Racist abuse (RA) Includes</b>          Racist taunting and harassment          Derogatory racist statements          Swearing that can be attributed to racist characteristics          Racist bullying          Racist graffiti</p> <p><i>Hate incident, discriminatory language relating to a protected characteristic</i></p>
<p><b>Inappropriate use of social media or online technology (MT) Includes</b>          Sharing of inappropriate images (of adult or pupil)          Cyber bullying or threatening behaviour online          Organising or facilitating criminal behaviour using social media</p> <p><i>Inappropriate use of social media; where the safety and wellbeing of individuals (staff/students) is compromised and/or the School reputation and or ability to safeguard effectively is negatively impacted</i></p>	<p><b>Sexual misconduct (SM) Includes</b>          Sexual abuse          Sexual assault          Sexual harassment          Lewd behaviour          Sexual bullying          Sexual graffiti</p>
<p><b>Wilful and repeated transgression of protective measures in place to protect public health (PH) Includes</b>          Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.</p>	<p><b>Drug and alcohol related (DA) Includes</b>          Possession of illegal drugs          Inappropriate use of prescribed drugs          Drug dealing          Smoking          Alcohol abuse          Substance abuse</p> <p><i>Under the influence of drugs/alcohol</i>  <i>Smoking or in possession of cigarettes and associated paraphernalia</i>  <i>In possession of or use of or distribution of vapes</i></p>
<p><b>Physical assault against pupil (PP) Includes</b>          Fighting          Violent behaviour          Wounding          Obstruction and jostling</p>	<p><b>Damage to property (DM) Includes</b>          Damage includes damage to school or personal property belonging to any member of the school community          Vandalism          Arson          Graffiti</p>
<p><b>Physical assault against adult (PA) Includes</b>          Violent behaviour          Wounding          Obstruction and jostling</p>	<p><b>Theft (TH) Includes</b>          Stealing school property          Stealing personal property (pupil or adult)          Stealing from local shops on a school outing          Selling and dealing in stolen property</p>
<p><b>Verbal abuse / threatening behaviour against pupil (VP) Includes</b>          Threatened violence          Aggressive behaviour          Swearing          Verbal intimidation</p> <p><i>Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff</i>  <i>Aggressive behaviour or unacceptable conduct towards another member of the School community, including behaviour likely to endanger another's health and safety</i></p> <p><i>Malicious allegations against staff and/or students</i></p>	<p><b>Persistent or general disruptive behaviour (DB) Includes</b>          Challenging behaviour          Disobedience          Persistent violation of school rules          Raising of fire alarms falsely</p> <p><i>Repeated refusal to follow reasonable staff instructions</i>  <i>Persistent disruptive behaviour including failure of Internal Reflection</i>  <i>Persistent failure to meet School expectations</i>  <i>Large-scale disruption of corridors and classrooms</i></p>

**D23. 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.

**D24. 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.

**D25. Alternative Provision**

If a student's unacceptable behaviour continues to impact on learning of themselves or others and is showing very little signs 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.

**D26. Behaviour Outside of College Premises:**

College will apply consequences which are reasonable, proportionate and fair when students show misbehaviour outside of the college premises, in line with 'Behaviour in Colleges' guidance September' 22 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 include:

- 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

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

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

**D27. Permanent Exclusion:**

The decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following the range of strategies as laid down in the college Behaviour for Learning Policy. It is an acknowledgement by the College that it has exhausted all available strategies for dealing with persistent or serious breaches of the Behaviour for Learning Policy and will normally be used as a last resort.

The types of behaviour might include:

- Persistent defiance which impacts the learning of the student themselves and/or others
- Serious, actual or threatened violence against another student or a member of staff

- Sexual abuse
- Sexual assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Making repeated allegations or a serious false allegation against a member of staff

There may be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence.

The Principal (or delegate) contacts the parents and carers and sends a letter home. The college follows Devon Local Authority Guidelines for permanent exclusions.

## **E. Safe handling/physical contact, passive intervention and prevention strategies (see policy)**

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- E1. All staff at the college have a duty to keep our students safe. Where necessary, staff may use appropriate physical intervention to prevent students hurting themselves or each other or damaging property. When performing a physical intervention, staff must use the minimum intervention possible for the minimum time.
- E2. The college follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies', July 2013, reviewed January 2025 ([Use of reasonable force in schools - GOV.UK](#)).
- E3 In some circumstances, staff may use reasonable force to restrain a student to prevent them:
- Causing disorder
  - Hurting themselves or others
  - Damaging property

Incidents of physical restraint must:

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

## **F. Anti-Bullying Policy**

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- F1. 'Bullying in any form is not acceptable and is always treated seriously. It is the responsibility of all staff to ensure KCC is a safe learning environment. Bullying is not tolerated at KCC. See separate policy.

## **G. Anti-Drugs Policy**

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- G1. The college ensures that all members are informed about the nature and effects of drugs through pastoral and PSHE programmes in Secondary.
- G2. 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 will result in an immediate suspension to safeguard all students and may lead to a permanent exclusion from college. See separate policy.

## **H. Toilets**

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HI. 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. All staff have a lanyard that is given to one student at a time throughout their lessons. Students must use the toilet specified on the out of lesson pass. Students must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return. 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.

## **I. Smoking, Vaping and Alcohol**

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II. Smoking, vaping and alcohol are not permitted at any time on the college site. If a student smokes, vapes or drinks alcohol, or is present with others smoking, vaping or drinking alcohol, a bag search will take place. A bag search will always be conducted with two adults in attendance, in line with the DfE's latest guidance on searching, screening and confiscation.

## **J. Confiscation**

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JI. Prohibited items must not be brought into the college. Any prohibited items found in a student's possession will be confiscated. These items will not be returned to students, parents or carers. Searching students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **K. Online misconduct**

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KI. 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).

## **L. Transport**

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LI. 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 and they will be removed from the bus for a period of time. Students will be allowed to reintegrate back onto to the bus but if behaviours continue, a complete ban from the bus may occur.