

Horizon Community College Behaviour for Learning Policy



This policy should be read in conjunction with a range of associated college policies.

Amended:
June 2023
Ratified:
June 2023

BEHAVIOUR FOR LEARNING POLICY

C O N T E N T S

Section 1	Aims of the Policy	3
Section 2	Non-Negotiable Expectations	3
Section 3a	Core Values	5
Section 3b	Character in the Classroom	5
Section 4	Praise and Rewards	5
Section 5	Roles and Responsibilities	8
Section 6	Choices and Consequences in Lessons	10
Section 7	Searching and Confiscation	16
Section 8	Use of Reasonable Force	17
Section 9	Behaviour in the Community	19

Section 9a Staff Training, Induction and Support 19

Figure 1 Core Values 20

Figure 1b Outstanding Character in the Classroom 21

Figure 2 Behaviour Flow Chart 22

Section 1 Aims of the Policy

Aims of the Policy

The core purpose of Horizon Community College is to ensure all students are 'school ready, work ready, life ready'. We believe this is achieved through quality first teaching, recognising, and rewarding achievements, providing opportunities for all, and upholding high standards of discipline, attendance and punctuality.

The College works in partnership with Parents and Carers to promote positive discipline and encourage students to make the right choices. Parental involvement and interest are actively encouraged through communication (Parentmail, telephone calls, parental meetings, and annual Parent Evenings).

We believe raising standards is the **collective responsibility** of all staff and students at College. Students will be encouraged to uphold high standards and help create a sense of community throughout the College. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper.

The Behaviour for learning Policy also links to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying and Harassment Policy
- Drugs, Alcohol, and Illicit Substances Policy
- RSHE Policy
- SEND Policy
- Managing Parent and Visitor Conduct Policy

Section 2 Non-Negotiable Expectations

Around the College

- Follow instructions and all reasonable requests from all staff – first time and every time
- Wear full College uniform smartly at all times (hats, scarves, hoodies are not allowed to be worn inside the College building.)
- Show respect for other people and College property
- Always place litter in bins
- Follow the one-way system
- Move promptly from one lesson to another
- Do not enter out of bounds areas
- Eat and drink in the right place and at the right time – whilst eating remain seated, don't shout, or raise your voice, dispose of litter, and then leave the canteen
- Keep unnecessary, personal equipment away e.g., Mobile phones, AirPods, earphones, gadgets etc.

In the Classroom

- Arrive to lessons on time
- Do not block corridors whilst waiting outside
- Sit in the seating plan the teacher has implemented
- Speak respectfully to staff and other students
- Follow instructions from all staff – first time and every time
- Remain silent when the teacher is talking to you
- Be ready to learn with all required equipment – pen, pencil, ruler
- Stay on task and complete all tasks to the best of your ability (including home learning)
- Do not disturb another student for any reason
- Keep unnecessary, personal equipment away e.g., Mobile phones, earphones, smart watches, gadgets etc
- Leave when dismissed by the teacher – in an orderly manner
- Leave the room tidy

Trips/Visits

- Remember you are a positive role model for the College
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus tidy and clean

Work Experience and Work Placements

- Take reasonable care for the health and safety of yourself and those around you – do not use anything if you have not been shown how to use
- Do not behave in a way that would put anyone at risk of harm
- Do co-operate with the company – take notice of any guidance, training, or instructions
- Ensure you wear personal protective clothing where required

Section 3a Core Values

Horizon Core values are promoted through lessons, form period, assemblies, displays, College website and parents evening. There is a College wide, monthly focus which is shared with all staff and students. An effort grade is collected at each data collection throughout the year and reported home to Parents/Carers. Students are given an effort grade which reflects their character and attitude to learning. Following each data collection, there are celebratory opportunities, as well as further support options where necessary.

Our Core Values are:

- Aspiration
- Independence
- Resilience
- Pride
- Respect
- Kindness

Section 3b Character in the classroom

Students are encouraged to reflect and develop their 'character within the classroom'. This involves students taking ownership and responsibility of their learning, having high expectations of themselves and developing a positive, growth mindset.

All staff are encouraged to promote 'character in the classroom', which in turn supports our ethos of students becoming a 'positive role model'. Each classroom across the College displays a poster with the important characters, and qualities that we feel students should aim to demonstrate at every opportunity

See Figure 1a. Character in the classroom

Section 4 Praise and Rewards

We believe in rewarding effort, recognising achievement, and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the College community. A clear framework for rewards and praise allows all students to be recognised, rewarded, celebrated, and recorded.

We use an extensive range of rewards: e.g., positive conduct points, verbal praise, achievement points, certificates, postcards, 'Proud Thursday', Gold pin badges, CLT star card, celebratory breakfasts, and reward trips. Students' achievement points are recorded weekly in their planner. Achievement points are also communicated to Parents/Carers through each of the data collection reports that are posted home.

As a College we offer a range of rewards to:

- Recognise the value of students' achievements, progress, and effort within the College
- Give positive encouragement to students to succeed and to contribute to College life
- Enhance student/staff relationships within the College
- Improve a student's sense of self confidence and worth

What should we praise? - *The things which encourage a 'growth mindset'*

- Hard won achievement or improvement; intellectual leaps that are impressive for that student
- Resilience
- Reflection and independence
- Kindness and thoughtfulness to other students
- Service to the College and the community
- Collective endeavour in order to achieve challenging goals

All Teachers are expected to:

- Recognise and reward students through Achievement Points through the effective use of the classroom Praise board. A student's name is recorded on the board for their achievement and contribution during the lesson. An Achievement Point is awarded and logged on SIMs which generates an automatic text home
- Award a 'Star of the lesson' (5 Achievement Points). This can only be awarded to one student per lesson. This is logged on SIMs which generates an automatic text home to inform Parents/Carers of this achievement
- Nominate and share students' work for 'Proud Thursday' and encourage students to share and be proud of their own learning
- Award Positive Conduct points (in the student planner). For every 5 positive conduct points, log on SIMs
- Teachers may also use Praise Postcards, Stampers, Stickers and other incentives

All Subject Leaders are expected to:

- Ensure all teachers and support staff create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy with consistency
- Regularly analyse praise and rewards data across the subject area and identify and address relevant issues and needs through use of the achievement's dashboard
- Select and present subject awards at the end of year Celebration Evening

All Pastoral teams are expected to:

Following each data collection:

- All students ranked No. 1 receive a certificate and join the Principal for the 'star student breakfast'

- Praise Postcards to the most improved 50 students in effort ranking for the data collection
- Award gold pin badges to the top 10% of students in each year for effort

Every half term:

- Attendance – Prize draw in an Attendance celebration assembly (one for each year group) – 5 x £5 vouchers for students with 100% that half term. 5 x £5 for students with 100% attendance so far, all school year
- Celebrating outstanding behaviour – Praise assembly for each year group to award £50 worth of vouchers to put towards Prize draws to recognise outstanding effort and behaviour
- Awarding of any student certificates for achieving thresholds for Achievement Points - **Bronze, Silver, Gold, Platinum**
- Promote and share the celebrations on the College website and college Twitter

Praise Thresholds

Bronze Award – 100 **net** Achievement Points – Certificate in form Period, name on website.

Silver Award – 200 **net** Achievement Points – Certificate in Assembly, name, and picture on website.

Gold Award – 300 **net** Achievement Points – Presented by a member of CLT, name and picture on the website, invite to a rewards trip run by school team.

Platinum Award – 450 **net** Achievement Points – Award at Celebration Evening at end of school year, parents, and student attend this.

At the end of each term:

Principal's Award – A certificate is awarded and presented by the Principal to one student in Year 7 to 11. Students are selected, based on one of a variety of reasons including being in the top 10% of students gaining the highest number of 'outstanding' effort grades in lessons at a data collection, supporting a school event – showing responsibility, outstanding contribution to the local community or school life, representing the school at a local/national level, enthusiastic participation in enrichment activities.

All form tutors are expected to:

- Provide students with a weekly update on their achievement points and attendance figures. Ensure all students record this in the correct area of the planner
- Present Bronze Certificates in form period
- Engage in positive behaviour management strategies for students through form time activities

- Share the weekly snapshot with students, discuss any concerns / achievements with individual students

All students are expected to:

- Behave courteously at all times showing respect and consideration to other students and staff at all times
- Demonstrate Horizon Core values at every opportunity

Section 5 Roles and Responsibilities

Role	Responsibility
Subject Teachers	<ul style="list-style-type: none"> • Meet and greet students, and take the attendance register accurately and complete the 'Do now' task • Complete equipment checks in lessons – issue a negative conduct point if students don't have a pen, pencil or ruler. • Have high expectations of behaviour and establish a framework for discipline, using praise and consequences consistently and fairly • Establish and maintain good relationships with students • Engage in restorative conversations, including following a C3 • Communicate with home following behaviour incidents resulting in a C3 or a C5 • Review seating plans to promote positive behaviour at all times
Form Tutors	<ul style="list-style-type: none"> • Meet and greet students, and take the attendance register accurately • Complete equipment checks in lessons – issue a negative conduct point if students don't have a pen, pencil or ruler • Follow up absence or lateness where required by speaking to students and discuss with school team • Follow up on achievements and behaviour concerns appropriately by speaking to Tutees • Engage in the planned form period programme • Promote and support in restorative conversations between students where necessary • Check equipment, issue missing equipment and record as a negative conduct point in the planner • Check that students meet uniform expectations • Deliver the weekly Student Bulletin in form time • Deliver the Votes for School activity • Carry out the voting and submit the voting before the deadline

Subject Leaders	<ul style="list-style-type: none"> • Conduct drop-ins within their subject areas • Give advice, and support staff, to deal with behaviour issues • Monitor praise using the achievement dashboard • Monitor behaviour incidents that take place within the department using the Behaviour dashboard and implement behaviour strategies to support students and staff • Support staff with restorative conversations following a C3 • Communicate behaviour concerns and staff training needs in line management meetings
Duty Staff	<ul style="list-style-type: none"> • To arrive promptly in your assigned duty area wearing a high vis jacket • To actively monitor students and pre-empt any issues/incidents arising • To support in restorative conversations • To issue positive or negative conduct points where appropriate
Pastoral Team: Associate Vice Principal Heads of KS3/4 Deputy Heads of KS3/4 Heads of Year Student Learning Officers Student Well-being	<ul style="list-style-type: none"> • Investigate behaviour incidents • Implement and develop proactive strategies for individual students to promote positive behaviour within the year group • Conduct drop- ins across the College to support a positive learning environment • Promote a positive climate for learning • Communicate with home following behaviour incidents • Support staff with behaviour incidents through 'on call' • Provide appropriate paperwork to support the Head of Key Stage and Associate Vice Principal – Behaviour and Standards, in making decisions on reflection and internal suspension • To lead reintegration meetings following Internal Suspension and Suspension • Co-ordinate Reflection • Carry out Restorative Practice where appropriate and support staff with restorative conversations following a C3 • Revisit and remind students regarding expectations and College systems through assemblies and use of student bulletin • Collect, collate and monitor year group data on attendance, punctuality and behaviour • Ensure new students to College arriving throughout the academic year are clear on expectations and school systems - as part of the induction process • Counsel and mentor vulnerable students • Monitor and log bullying and peer on peer abuse incidents • To supervise College detentions as part of the rota • To attend School/College contract meetings

	<ul style="list-style-type: none"> • Escort students to Reflection or Internal Suspension (when required) • Attend weekly School team meeting and share minutes • Attend Inclusion meeting with representatives from SEND, The Base, The Hub and Wellbeing • Monitor students on behaviour reports
College Leadership Team	<ul style="list-style-type: none"> • Support staff in ensuring there is a positive climate for learning. • Conduct drop -ins to support staff with students/classes • Support staff with 'on call' • Supervise Internal Suspension, Reflection and Timeout as part of a rota • Support with restorative conversations where necessary • Provide governors with termly updates on behaviour trends (Associate Vice Principal – Behaviour and Standards) • Collect, collate and monitor whole College data • Ensure staff are provided with continuing professional development to support positive behaviour
Principal	<ul style="list-style-type: none"> • The Principal has strategic responsibility for 'Behaviour for Learning' across the College. The Associate Vice Principal – Behaviour and Standards leads on this · The Principal is responsible for, and makes all decisions, regarding Suspensions and Permanent Exclusions
Governors	<ul style="list-style-type: none"> • Chair/Vice of Governors to attend College contract meetings · Monitor rewards and behaviour trends
Parents	<ul style="list-style-type: none"> • Send their child to school regularly and on time, ready for the day e.g., Uniform, planner, books and equipment. (pen, pencil, ruler) Notify the College if there is a legitimate reason why their child is absent or late, or of any other issues that might affect their child's progress • Support the College in upholding sanctions if their child fails to comply with rules/expectations • Be available for contact throughout the course of the school day and to attend meetings to discuss their child's progress, as and when required

Section 6 Choices and Consequences in Lessons

Behaviour	Consequence/Behaviour strategies
Chewing, uniform issue, general conduct	Positive rule reminder on entry to the class/lesson or at the start of the lesson
Lack of equipment in lessons – no pen, pencil or ruler	Negative Conduct Point
First negative choice Examples include: <ul style="list-style-type: none"> • Poor work rate • Failing to follow instructions • Talking 	C1 – Verbal warning Name written on the Consequence board and tick next to C1 No SIMs log required at this point
Second negative choice	C2 – Behaviour point issued on SIMs Spoken to by teacher <u>and</u> teacher has offered a solution to help him/her correct his/her behaviour e.g. moving seats, setting time limits to complete work, adapting activity Name on the board. C1 and C2 are ticked
Due to lack of impact of C1, C2 student's behaviour is such that he/she needs to be removed from the lesson	C3 – Parking Name on the board and C1, C2 and C3 are ticked Student is 'Parked' to the allocated parking room for the remaining part of the lesson. Teacher issues a 'Reflection' sheet Student to arrive at 'Parking' room within 5 minutes. The member of staff within the 'Parking' room will sign and record time of arrival on the Reflection sheet, student to complete the Reflection sheet and take it back to his/her teacher at the end of the lesson When the student arrives at the end of the lesson, a restorative conversation takes place. If not appropriate at that time, it can be rearranged. Pastoral teams and subject leaders support where needed. <u>Questions include:</u> What happened? Who has been affected by this?

	<p>What needs to happen now?</p> <p>Record the incident on SIMS. 'Action taken' recorded as 'Parking – C3 and a phone call home to parents/ carers. Tick the box on sims to confirm the phone call has been made. The student is also issued with a 30 minute C3 Parking detention.</p> <p>If the student fails to attend this 30 minute C3 Parking detention (without advance discussion and agreement with pastoral team) they will be issued with a 60 minute C5 detention.</p>
<p>'On call' if :</p> <p>There is a safeguarding concern</p> <p>Student displays extreme behaviour</p> <p>Student refuses Parking</p> <p>Student causes disruption in Parking room</p>	<p>C5</p> <p>If student fails to return at the end of the lesson, incident is recorded as C5 on SIMS with a brief description of the incident. The student is issued a 60 minute C5 detention on SIMS</p> <p>A phone call home is made by a relevant member of staff.</p>

Choices and Consequences during unstructured times

Behaviour	Consequence/Behaviour strategies
Chewing, Uniform issue, general conduct	Positive rule reminder – speak to student and remind him/her of the College rule/expectations Log a negative conduct point in the student's planner
Defiance around college	Recorded on SIMS as 1 behaviour point. A further consequence may be issued by the Pastoral team if appropriate
Mobile phone or electronic device if seen or heard	The device must be handed over to the member of staff requesting it, and 1 behaviour point is recorded. This should be collected at the end of the day from Student Reception
Internal truancy Student is out of bounds Smoking/vaping by association	C5
Smoking/vaping Failure to attend 2 nd chance C5 detentions	Reflection - to be determined by the Associate Vice Principal or Head or Deputy Head of KS3/4.

Persistent truancy	
Refusal to hand over mobile phone (requested by a member of staff)	
Persistent Defiance	
Online harassment	
Physical/ Verbal Abuse	
Breach of Health & safety	
Use of electronic devices to record on college site	
Extreme acts of violent or dangerous behaviour	To be determined by the Principal

Behaviour Consequences and Intervention

The C1- C5 Consequence system is designed to support learning by tackling low level disruption. The system is not a replacement for good classroom management techniques.

There are a range of consequences and interventions to help students manage and correct their behaviours. These are outlined below.

Detentions

C5 detentions are 60 minutes in duration. C3 Parking detentions are 30 minutes in duration. They take place on Wednesday, Thursday and Friday each week. Although Parental/Carer consent and 24 hours' notice to Parents/Carers is not required, they will normally be notified of a detention by phone call or text message as a matter of courtesy.

If a student misses a detention, they will be given a second chance on the next available slot. Failure to attend a second chance detention, with no valid reason or prior discussion, will result in an escalated sanction.

On-Call Procedures

We operate an On-Call system for teaching staff during lesson time. All lessons are supported with an appropriately trained member of the School's Middle and/or Senior Leadership on duty. As a rule, On-Call should only be used for matters of aggressive defiance, emergencies or safeguarding issues.

Restorative Practice (RP)

Students and staff are encouraged to build and maintain positive relationships. At Horizon College we advocate RP as a way of strengthening relationships and resolving issues. All teaching

staff have received in house training in RP and can facilitate a restorative meeting following a C3 or C5. Pastoral staff work with individual students on a one-to-one basis or as part of a group, to help students resolve any issues which are affecting their behaviour and well-being in College.

Report Cards

Student behaviour and conduct is monitored through a daily report card when they have received 9 behaviour points or more in one week. A student may be placed on report without meeting this threshold if parents and/or the Pastoral team feel it is appropriate. The Pastoral team is responsible for monitoring students on daily report and will review this at the end of each day, or the following morning. Parents also need to review and sign the report each day. At the end of the period on report, it will be reviewed whether the student can successfully complete their report or whether they will remain on it. The outcome of this decision will be communicated to parents/carers and teaching staff.

Monitored unstructured times

A student may be directed to spend their break and/or lunchtime in the Time Out room supervised by a member of the School Team in order to prevent inappropriate conduct in and around school.

Reflection

Horizon Community College has a Reflection room to help manage student behaviour. Students are provided with a laptop and electronic resources, or paper-based work from their teachers. Students are expected to work in silence for the period of time they are booked in for – this is stated on the Reflection booking sheet for each student. All reintegration meetings following suspensions require the student spending some time in Reflection before re-joining mainstream lessons.

Whilst in Reflection, students are expected to work in silence and are provided with toilet breaks and a lunchbreak. Students must also continue to adhere to the College uniform requirements while in Reflection. Students must also hand in their mobile phone on arrival.

An Individual support plan will be initiated to support students who are in a cycle of persistent poor behaviour.

Links with external Agencies

Effective working links and regular communication is maintained where necessary with a variety of external agencies including:

- Targeted Youth Support
- CAMHS
- MIND
- COMPASS
- Social Care
- BSARCS
- EHA Team
- Family Support Workers

- 0-19 School Health
- Prevent
- Spectrum
- Attendance and Pupil Welfare Service
- Educational Psychology Service

Head of Year Contract

When a student is displaying persistent issues with behaviour they are monitored on a Head of Year Contract. Parents/Carers and the student are invited to a meeting to set targets to help improve behaviour. They attend subsequent half termly meetings to monitor and discuss progress towards targets.

Head of Key Stage Contract

If the behaviour of the student does not improve, the student may be placed on a Head of Key Stage contract reporting to an Assistant Principal (Head of Key Stage 3 or 4). Parents/Carers and the student are invited to a meeting to set targets to help improve behaviour. They attend subsequent half termly meetings to monitor and discuss progress towards targets.

College Contract

When a student is at risk of Permanent Exclusion, the student may be monitored on a College Contract by the Vice Principal and the Chair of Governors. Parents/Carers and the student are invited to an initial meeting to set targets to help improve behaviour. They attend subsequent meetings at the start of each half term to monitor progress towards targets and agree support/intervention where required.

Internal Suspension

Internal suspension is used in response to extreme behaviour which undermines the positive climate for learning for all students.

Following an internal suspension, a reintegration meeting will be held with the relevant Head of Year or Head of Key Stage or Deputy Head of Key Stage, Parent/Carer and student. Other professionals, such as staff from Safeguarding, Student Wellbeing, Alternative Provision, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed, to allow the student to be successful. Following an internal suspension, the student will also spend some time in Reflection. The student will not be able to access mainstream lessons without a successful reintegration meeting and reflection session (usually one day).

Suspensions

The Principal will issue a suspension when a student has displayed extreme behaviour. The individual needs of the student will be considered carefully before issuing a suspension.

When issued with a first suspension, an Inclusion support plan for the student may be put in place to help identify and address underlying causes of poor behaviour. This is monitored by the College.

Suspensions are issued in accordance with DfE statutory guidance (May 2023). All suspensions include an initial phone call home to inform Parents/Carers of the incident/situation. A letter is sent to Parents/Carers which states the type and length of the suspension and arrangements for reintegration. Work is provided for students who have been issued a suspension.

The reintegration meeting will be held with the Associate Vice Principal for Behaviour and Standards, Head of Key Stage or Deputy Head of Key Stage, Parent/Carer and student. Other professionals such as staff from Safeguarding, Wellbeing, Alternative provision, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed to allow the student to be successful.

Following the reintegration meeting, the student is required to complete some time in Reflection before joining mainstream lessons. There will be an opportunity for a restorative conversation during this time or at an appropriate time if decided in the reintegration meeting.

Specialist Intervention

Inclusion is at the heart of Horizon Community College, and we are committed to ensure we are doing all we can to engage students in a learning experience, which meets the needs, aspirations and interests of all. We recognise and acknowledge that sometimes students need extra support in order to achieve their full potential. We are recognised as a Centre of Excellence by the Inclusion Quality Mark organisation which acknowledges the provision and support in place for our students.

For any student with SEND, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student. See SEND policy for specific information about meeting the needs of students with SEND.

Permanent Exclusion

A Permanent exclusion is a decision made by the Principal and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time. Any permanent exclusions are made in accordance with the DfE statutory guidance (May 2023).

See Figure 2. Behaviour Flow Chart

Section 7 Searching and Confiscation

The following are banned items which are not allowed in College:

- Chewing gum
- Energy drinks of any sort
- Illegal substances of any kind including alcohol, drugs and legal highs
- Knives/blades or any objects which could be perceived as weapons
- Stolen items
- Laser pens of any sort
- Cigarettes, lighters/matches, e-cigarettes, vapes, e-liquids, tobacco
- Pornography
- Multi-packs of food (including crisps, biscuits)
- Large quantities of any item - as this will be seen as intent to distribute/sell items within College
- Fireworks
- Any other items that will disrupt learning and order in the college (e.g. whistles, water pistols, water balloons)

Staff have the statutory power to search students or their possessions, without the consent of students or parents, where there are reasonable grounds for suspecting that the student may have any of the above items.

When a student gives consent to a search, any member of staff can search a student by simply asking them to turn their pockets out or to empty their bags. If a student refuses to co-operate with such a search, staff can apply an appropriate sanction.

In cases where students do not give their consent to a search and there are reasonable grounds for suspecting the student is in possession of a 'prohibited item' then the Principal or any member of staff authorised by the Principal can do the search, as long as the member of staff is the same sex as the student being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student. In circumstances where there is a risk that serious harm could be caused to a person, the search can be conducted by a person of the opposite sex and without a witness present.

Banned items or evidence can be seized, as outlined below:

- Drugs – must be delivered to the Police
- Cigarettes, E-Cigarettes, Vapes, Alcohol, lighters / matches – must be disposed of by College
- New psychoactive substances also known as 'Legal Highs' - must be disposed of by College
- Stolen items – must be delivered to the Police or returned to the owner (or may be retained or disposed of if returning to the owner is not possible)
- Fireworks - must be retained or disposed of by College
- Pornographic images - must be reported to the Police. Follow advice from the Police regarding disposal of the images
- Weapons or items which are evidence of an offence – must be passed to the Police as soon as possible

- Any other item banned under College rules – School teams to use professional judgement to decide whether to retain it, dispose of it or return it to its owner.
- Data, files or images on electronic devices used to cause harm, disrupt teaching or break College rules – must be reported to the Police. Follow advice from the Police regarding disposal of the data, files or images

Section 8 Use of Reasonable Force

All members of College staff have a legal power to use reasonable force. This can be used to control or restrain students to prevent them from committing an offence, injuring themselves or others, from damaging property, or causing disorder.

‘Reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

The decision to physically intervene depends on individual circumstances and the professional judgement of the staff member.

Additional Sources of Information:

1. DfE Behaviour and Discipline in Schools - Advice for Headteachers and School staff January 2016
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
2. Searching, Screening and Confiscation – Advice for Headteachers, staff and Governing bodies, September 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
3. Use of reasonable force – Advice for Headteachers, staff and Governing bodies, July 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
4. Behaviour in schools – Advice for headteachers and school staff – January 2022 -
https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf

All members of College staff have a legal power to use reasonable force. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students, such as unpaid volunteers or parents/carers accompanying students on a College organised visit.

Reasonable force can be used to prevent the student from hurting themselves or others, from damaging property, or from causing disorder. In a College, force is used for two main purposes – to control the student or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

College can use reasonable force to:

- prevent a student behaving in a way that disrupts a College event or a College trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts

Section 9 Behaviour in the Community

Teachers have the power to sanction students for misbehaving outside of the College premises to such an extent as is reasonable.

We expect all our students to be positive role models in the community. Any incident outside College hours which are damaging to the College reputation will be investigated thoroughly and appropriate action will be taken. Examples of when or where this may take place:

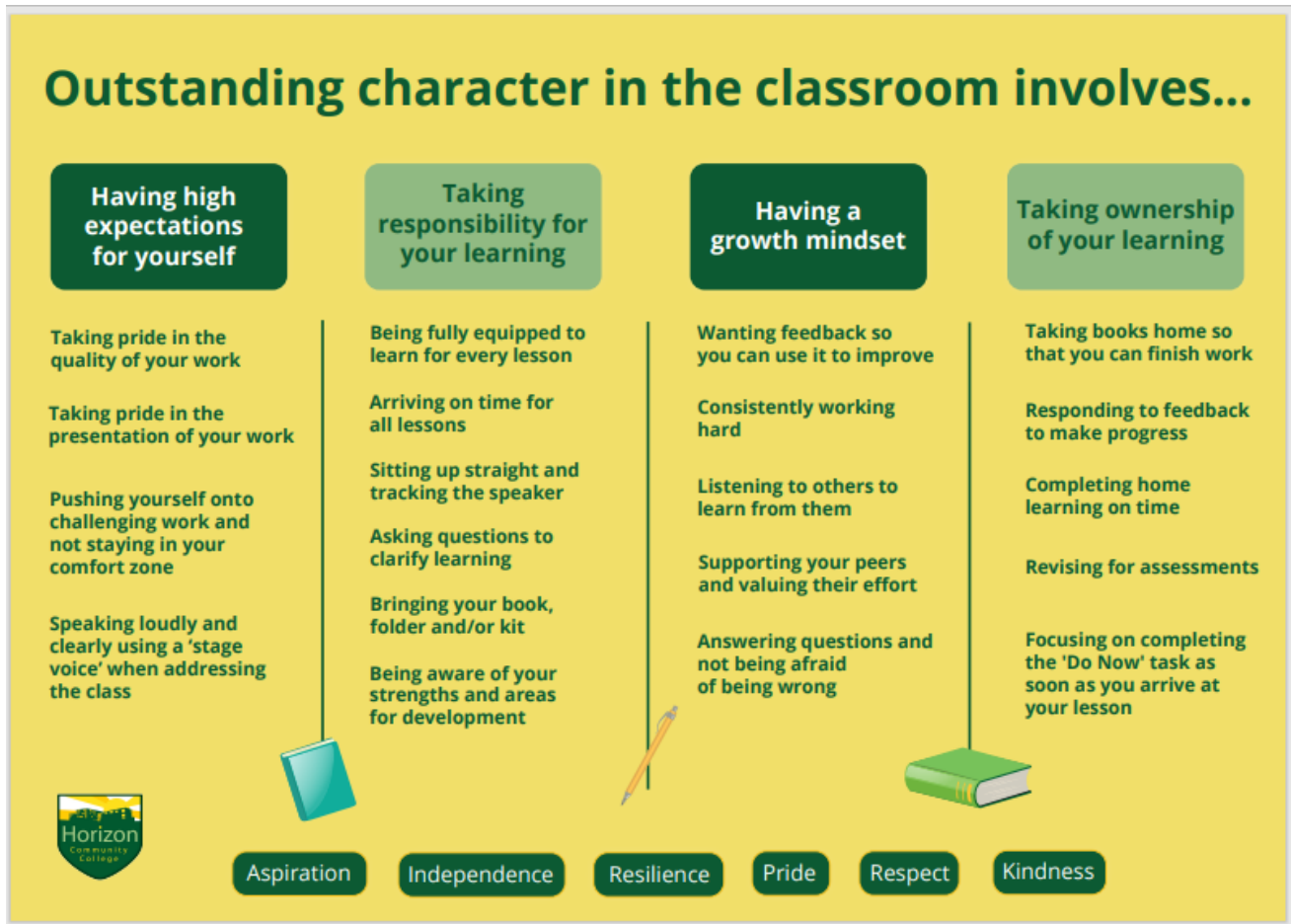
- when taking part in any College organised or school-related activity
- when travelling to or from College
- when wearing College uniform
- when in some other way identifiable as a student at the College
- that could have repercussions for the orderly running of the College
- that poses a threat to another student; or
- that could adversely affect the reputation of the College
- when involved in online bullying

Section 9a Staff training, Induction and Support

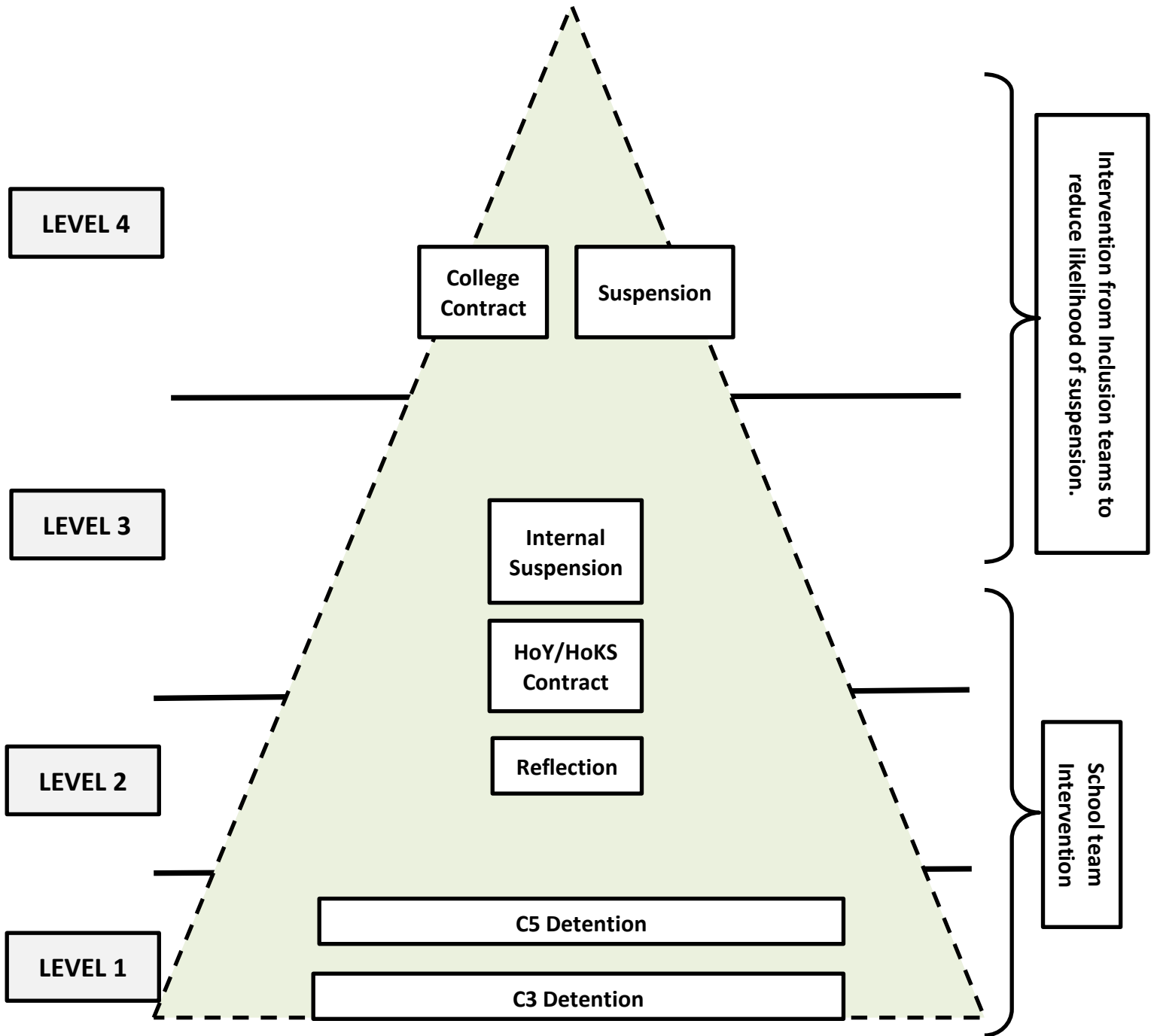
The College runs a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students. We provide relevant information and training on behaviour management matters to all groups of staff, including:

- Teaching staff
- Support staff including all lunchtime staff
- Other school staff (e.g., buildings and maintenance, administrative and technical support)
- Students undertaking Initial Teacher training

Figure 1a



Behaviour Flow Chart



A Permanent exclusion is a decision made by the Principal of the College and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time.