

# Castle Donington College



## Behaviour Policy

Date to be Reviewed	Autumn Term 2026
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***The College follows Guidance and Advice given by the Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.***

## **A. Introduction**

This document sets out the arrangements for the methods used to reward and sanction pupil behaviour at Castle Donington College. It sets out the expectations for pupils, parents and staff and details the procedures and practices in place, to ensure good behaviour every day.

### Legislative References

- [Equalities Act 2010](#)
- Sections 90 & 91 of the [Education and Inspections Act 2006](#) detailing the general power to discipline
- Section 94 of the [Education and Inspections Act 2006](#) detailing powers of confiscation
- [Education Act 2002](#).

### Statutory Guidance Documents

- [Behaviour in Schools: Advice for headteachers and school staff](#), February 2024
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), August 2024
- [The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#), June 2018
- [Searching, Screening and Confiscation: Advice for schools](#), July 2023
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#), January 2025

### Trust Policies

This policy has been impact assessed in the light of all other Trust policies including

- EMET Physical Intervention Policy
- EMET Safeguarding And Child Protection Policy
- EMET SEND Policy
- College Anti-Bullying Policy

### **Aims**

Castle Donington College aims to improve the life chances of all pupils by ensuring they receive the very best education. We aim to provide a happy, safe and stimulating environment based on mutual respect and shared values. Positive behaviour is a central to creating this environment.

### **Guiding Principles**

We believe it is the right of every pupil to feel safe in school and be able to succeed and that nobody has the right to interfere with the learning of others. We also believe that pupils learn best when they know what behaviour is expected of them.

We believe that

- All teachers have the right to teach
- All pupils have the right to learn
- Everybody has the right to be and feel safe
- Everybody has the right to be listened to
- Everybody has the right to dignity and personal respect

We therefore promote self-esteem, self-discipline, positive relationships and proper regard for authority, based on mutual respect and ensure equality and fair treatment through consistently high expectations of all pupils. We aim to create a climate for learning which enables effective teaching and learning to take place and promote a culture of recognition and encouragement in which all pupils can achieve. This is based on building positive relationships with parents/carers and the community<sup>1</sup>

## The Donington Way

All pupils are expected to embrace the College values and demonstrate the 'Donington Way' at all times.



We also expect all pupils to follow our **Five Fundamental Habits**. This will ensure that they get the best out of school; allowing pupils to learn and teachers to teach. These are set out in Appendix A

### **B. Responsibilities**

#### **Local Governors responsibilities:**

- Support rewards and attend award ceremonies etc.
- Participate in Behaviour Panels to review suspensions and exclusions (as required)
- Monitor and review the effectiveness of the policy.
- Promote the good discipline approaches of the College in the community.
- Provide appropriate challenge to support the school to effectively apply this policy

#### **Senior Leadership Team responsibilities:**

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions for those pupils breaking the rules.
- The day-to-day implementation of this policy
- The Principal will make all decisions about suspension and exclusion

#### **Head of Year responsibilities**

- Model and implement positive discipline for learning consistently for their year group
- Meet/ communicate with parents/carers to discuss concerns and provide support where needed
- Lead on the pastoral provision in tutor time, ensuring it links to the needs of the year group
- Be active and involved in managing behaviour for the year group
- Respond effectively to serious incidents and persistent disruption
- Oversee liaison with outside agencies
- Track patterns and trends in behaviour and ensure prompt action to address behaviours
- Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues

#### **All members of staff and volunteers responsibilities:**

- To recognise their duty to ensure all pupils can achieve their potential, whilst promoting mutual respect
- To ensure lessons are adequately prepared and resourced
- To create an orderly atmosphere conducive to learning and effective teaching
- To make expectations of behaviour clear to all pupils
- To explicitly teach what good behaviour looks like
- To provide positive adult role models of caring, considerate, consistent and cooperative behaviour
- To have high expectations of the pupils in terms of behaviour
- To treat each pupil fairly and ensure that the College expectations are applied consistently
- To reward and celebrate good behaviour

**Pupil responsibilities:**

- To follow the College rules, act in line with College values and meet College expectations (Appendix A)
- To show consideration to others, treating them with dignity, kindness and respect
- To be polite at all times
- To act in a responsible manner at all times
- To dress smartly and to adhere strictly to the College's uniform expectations
- To complete all the work set to the best of your ability
- To show respect for other people's property
- To support each other and staff
- To be punctual to the College and lessons
- To arrive at the College properly equipped and ready for work
- To engage in their learning at all times, never distracting others

**Parents/carers** are responsible for:

- The behaviour of their children inside and outside of school
- Supporting the College in implementing this policy and associated procedures
- Work with the College to encourage safety, responsibility, respect, and good behaviour from their child
- Inform the College of any information which may affect their child's ability to thrive and behave appropriately
- Attend meetings with staff to discuss their child as invited
- Acknowledge that their child may make mistakes and work with College staff to help them reflect, take responsibility, make amends and move forwards
- Engage in support mechanisms to help their child develop their behaviour
- Ensure that their child arrives at school on time, in the correct uniform
- Ensure that their child is fully equipped to learn
- Ensure their communication with the College staff models the polite respectful approach we promote in school for pupils

**Incidents Outside School**

Conduct outside the school premises, including online conduct, may result in a sanction from the College. This includes misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

**Child On Child Sexual Misconduct**

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Castle Donington College. Following any report of child-on-child sexual violence or sexual harassment offline or online, The College will follow the general safeguarding principles set out in part 5 of Keeping Children Safe in Education. The Designated Safeguarding Lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

**Bullying**

Bullying is not tolerated at the College. Our approach to tackling Bullying is set out in the Anti-bullying Policy which is published on the school website. Pupils are expected to take responsibility and report any incident where a pupil(s) are being unkind. The Pastoral Team can only act if they know, and incidents are reported.

### **Behaviour Incidents Online**

Pupils at the College are expected to follow the same standards of behaviour online as they are offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour.

When an incident involves nude or semi-nude images and/or videos, the incident should be referred to the Designated Safeguarding Lead (or deputy) and may lead to Police involvement.

Parents are responsible for their child's online activity beyond the school day. Pupils are not allowed to use mobile phones whilst on the school site (see below). However, the College may sanction pupils if their online behaviour out of school, is threatening or causes harm to another pupil. The College may also sanction a pupil if their behaviour online impacts the school environment.

### **Mobile Phones / Smart Devices /Air Pods**

Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Pupils are not allowed to use mobile phones/ devices/ air pods during the school-day (8:45am – 3:15pm). If a member of staff sees a pupil using a mobile device or wearing air pods, the item will be confiscated, and the pupil will be able to collect the item at the end of the school day. If a pupil breaches this school rule on multiple occasions, then parents may be asked to collect the mobile device from school. Serious concerns may result in the pupil being asked to hand over the device (for safe keeping) at the start of each day.

### **Malicious Allegations Against School Staff**

The school will follow the guidance in Keeping Children Safe in Education on dealing with unsubstantiated, unfounded, false or malicious allegations against staff. Where pupils are found to have made malicious allegations, they are likely to have breached school Behaviour Policy. The school will therefore consider whether to apply appropriate sanctions, which could include a fixed term suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **C. SEND and Reasonable Steps**

The College is an inclusive school and welcomes all pupils who are a part of our community. Pupils with special educational needs or a disability (defined in the Equality Act 2010 as a “physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities”) are entitled for reasonable adjustments to be made in order to ensure that they are able to access resources and benefit from their time at the College.

The College starts from the viewpoint that all pupils have the capacity to behave positively but recognises that some pupils will require personalised support to allow them to do so, and that it might take longer for some pupils to be able to learn how to behave in certain situations.

When applying sanctions, staff will consider a pupil's SEND status, and will not sanction a pupil for any behaviour that follows as a direct result of a SEND need. Equally, the College will not make generalised assumptions of the behaviour of a pupil based on a particular type of special educational need or disability. For example ‘autism spectrum condition’ covers a broad range of children and no two autistic children are identical. The College will use SEND information and the guidance and advice of the SENDCo as a starting point in getting to know the individual child, and staff working with these pupils collectively (and with input from parents and carers) over time, will build up an individual knowledge of the capacity of a child.

The College may however sanction misbehaviour for pupils with special educational needs when this is not directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the College was not reinforcing appropriate boundaries for pupils whilst at school.

It is not in the best long-term interests of pupils with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school.

Regular rules and routines also form a part of a pupils' feeling of security and safety and it is important that all pupils are provided with a safe and predictable environment whilst at school. The College has a duty to its staff and to other pupils to ensure that the College is a safe environment for all.

Staff will ask, when determining sanctions for pupils with special educational needs or a disability:

- Was the behaviour a direct result of their special educational need or disability?
- Has the pupil had sufficient education and support to understand the rule they have broken?
- Does the pupil lack a more fundamental cognitive capacity to understand choice and consequences in relating to that incident?

This consideration is not a formal or written process, but is a dynamic consideration undertaken at the point of issuing a sanction. It may result in the pupil's Pupil Passport being reviewed and updated.

Parents and carers of pupils with SEND are encouraged to communicate with their child's Tutor, Head of Year and SENDCo regarding their child's individual needs, which can be considered when putting in place support plans for pupils with SEND.

Pupils with education and health care plans (EHCPs) may be supported differently to the processes detailed in this policy.

#### **D. Rewards**

We recognise that an effective behaviour policy will use rewards to motivate and celebrate pupils' success, as well as sanctions in order to address where pupils behaviour may not be in line with our policy.

We want to ensure that we recognise pupils' efforts and achievements. Through the use of a variety of rewards we create a positive culture where our pupils will be motivated to give their best and contribute to the life of the school and wider community. Rewards and recognition of pupils' accomplishments can be offered in many ways, including:

- Celebration Assemblies
- Year Assembly reward presentations
- Phoenix Awards
- Positive phone calls/emails home
- Post Cards or Letters of Achievement
- Reward Events
- Subject Awards
- Attendance Awards

#### **E. College Sanctions**

Where there are incidents of poor behaviour, it is important that sanctions are applied consistently and fairly by all staff across the school. Although there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently and in line with the details (Appendix B)

In order for the sanction to be lawful, the College will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Principal.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to sanction a pupil is reasonable and does not discriminate on any grounds, such as disability, race, special educational needs – as per the equality act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights
- All sanctions are reasonable in all circumstances and will consider the pupil's age, religious requirements and any special educational needs or disabilities.

## Report Cards

If we believe a child is struggling in effort, progress or behaviour we may decide to put the pupil onto a monitoring report. The report is a mechanism that enables us to monitor behaviour against agreed targets. This in turn, will allow the school to put appropriate support in place to improve the academic development of the pupil. Parents are asked to support school by checking and signing the report each day and reinforce the school's expectations.

## Detentions and Restorative Conversations

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break. During this process the College will endeavor to restore the teacher-pupil relationship via a restorative conversation, which has been scripted for staff.

At the College, **detentions will be used as a sanction. This includes detentions out of school hours.**

The DfE guidance Behaviour in Schools: Advice for Principals and senior staff, sets out that:

A detention outside normal school hours will be lawful if it meets the following conditions:

1. The pupil is under 18 (unless the detention is during lunch break)
2. The behaviour policy has communicated to pupils and parents that detentions outside the school day may be used
3. The detention is held at any of the following times:
  - any school day where the pupil does not have permission to be absent.
  - weekends during term - except a weekend during, preceding or following the half term break
  - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

At the College, all teaching staff and pastoral teams can issue detentions in line with this policy. Parents and carers should note that:

- Detentions are not optional
- Parental consent is not required for detentions that are set in line with this policy
- If a child is in a lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet
- Failure to attend a detention will result in an escalated sanction

## Removal from Lessons

Lesson exclusions are initiated when a pupil is issued a 'Removal' in an individual lesson. This will remove the pupil from disrupting a class and ensure they have time to reflect and amend their conduct.

Pupils will be removed to the Reset Room, where they will continue with their classwork (or similar) independently and have a chance to 'reset'. If they are successful, they will return to their next lesson. If unable to 'reset' they will remain in the Reset Room and face further sanction/restorative work..

Lesson removals are not optional and refusal to be removed from a lesson will result in an escalated sanction. Lesson removals should last for a lesson unless the pupil is not ready to return to the next lesson.

Removals should only be used as a last resort within a lesson where a pupil has refused to follow all reasonable instruction and is preventing the teacher from teaching and the rest of the class from learning. At this point, whole class learning cannot proceed.

If a pupil is repeatedly removed from lessons from the same subject/lesson, then the teacher should seek support from their Head of Department, who may involve the Pastoral team, Head of Year or Tutor as appropriate.

### **Internal Isolation /Extended Period In The Reset Room**

Where a pupil receives three or more removals, they will be hosted in the Reset Room for a full day. The College may also decide to move a pupil to the Reset Room, away from other pupils for a limited period, sometimes referred to as internal isolation. The College will ensure that pupil's health and safety is not compromised during their time in the Reset Room, and that any additional requirements, such as special educational needs, are in place. Work will be provided to ensure there is no loss of learning time.

## **F. Support Pathways**

### **Involving Parents/Carers**

The involvement and support of parents/carers is key to supporting our pupils to become the best version of themselves. Parents/carers receive information about their child through Go4Schools.

Where a pupil is persistently falling short of our expectations to work hard, take responsibility be kind and /or be safe, the parents/carers will be invited to meet with a Head of Year or senior member of staff to discuss the support. Parents/ carers have an important role to play in the positive behaviour of their child at school. We recognise it can be difficult for parents when their child misbehaves at school. We encourage parents to work with us and ensure, as adults, we do not make excuses for young people but teach them how they can do better.

### **Short-Term Reduced Timetables**

Very rarely, it may be in the best interest of a pupil that a short-term reduced timetable is put into place. This will mean that a pupil's time in school is reduced from full-time for a short, specified length of time to help them to re-integrate into lessons. These are reviewed by the Head of Year or Senior leader.

### **Safe Spaces**

It is recognised that when a pupil is deregulated in their behaviour or feeling angry about a situation, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions. To support this, the College will find a "Safe Spaces" where a pupil will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

### **Access to Wellbeing Support**

Demand for Mental Health and Wellbeing support can far outweigh availability and there may be a waiting list for this level of support. Parents/carers should seek support from the Head of Year and from their GP if they are concerned.

### **Readmission Meetings**

The readmission meeting provides an opportunity for the family to meet with key members of staff (see below) to reflect upon recent behaviours. Various support methods will also be discussed to help the pupil successfully re-engage with their education. The family will also be warned of possible escalation, should problems persist. Readmission meetings escalate as follows:

- HOY
- Assistant Principal
- Vice Principal
- Principal

Where a face-to-face meeting is not possible a phone call / Teams call must be used as an alternative.

## **G. More Serious Sanctions**

### **Short Term Off-site Direction**

Short term off-site direction will take place at one of our LNCIP partner schools. It is a serious sanction and should only be used when:

- all possible strategies to improve behaviour of the pupil have been exhausted
- the actions of the pupil were serious enough to escalate sanction immediately.
- a pupil acts in clear defiance of school rules i.e. refusing to go to the reset room, refusing to follow instructions, etc.

### **Long Term Off-Site Direction**

Long term off-site direction is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then Off-Site Direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) may be used. Long term off-site direction should only occur when it is in the pupil's best interests.

Castle Donington College works mainly with LNCIP schools.

### **Fixed Term Suspensions**

Any recommendation for a fixed term suspension must be submitted to the Principal (or the Vice Principal) with the appropriate supporting evidence. This evidence should include a history of previous sanctions, support, and other interventions received by the pupil. While the school will take all reasonable steps to meet individual needs and help individuals to improve, the school will not tolerate behaviours which undermine the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

Internal, fixed-term Suspensions or permanent exclusions may be used in response to any of the following. This list is not exhaustive

- Persistent disruptive behaviour
- Physical assault on a pupil or adult.
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Sexual misconduct\*
- Drug and alcohol related offences
- Damage to property or possessions
- Theft
- Defiance (wilful and repeated refusal to follow the instructions of a member of staff)
- Weapons related offences – including the possession of weapons
- Posing a health and safety threat
- Malicious accusations against school staff
- Any other offence deemed to be serious by the Principal or which brings the school into disrepute.

\*The College will use the advice contained within the Keeping Children Safe In Education document as a basis for determining what behaviours are considered as sexual violence and sexual harassment. In addition, the College will ensure that victims are supported and that reasonable sanctions are put in place. The College will maintain logs of these incidents.

Following a phone call to the parent/carer, a letter will also be sent from the Principal, outlining the reasons for suspension. This letter will also give details of the time, location and attendees for the re-admission meeting.

## Permanent Exclusion

“The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.” ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), August 2024)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- serious actual or threatened physical assault against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing pupils, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the College community.

A Principal may also permanently exclude a pupil for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the College community

Further legislative information with respect to the carrying of offensive weapons can be found here:

<https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The College has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the College. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual.

In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a pupil:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the College computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance

When a pupil is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the College is located. The Clerk to the Governing Body will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion

## H. Prohibited Banned Items

The following items are not allowed on the College site. Pupils found with such items on their person may receive a serious sanction.

- Aerosols including deodorant, hair spray, silly string, foul smelling sprays or similar
- Alcohol
- Any form of illegal drug
- Any item that can be used as a weapon
- Any other drug except medicines covered by the prescribed medicines procedure
- Caffeinated / energy drinks
- Cigarettes, tobacco, cigarette papers
- Chewing gum
- Electronic cigarettes/ Vapes
- Fire lighting equipment such as matches/ lighters etc
- Firework
- Guns including replica and BB guns
- Knives and blades
- Laser pens
- Mobile phones/devices
- Offensive material (pornographic, homophobic, racist) this includes t-shirts designs/logos etc on non-uniform day
- Solvents

It should be noted that the College remains highly concerned about the use of Electronic cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the College will expect full parental support.

## I. Searching, Screening and Confiscation

Please refer to DfE guidance: [Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies](#), July 2023.

### Confiscated Items

The College has the right to confiscate, retain or dispose of a pupils' property as a punishment if reasonable in the circumstances. College staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline. The College and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures.

The College will dispose of items in the following ways:

- Weapons, child pornography, or items which are evidence of an offence will be handed to the Police
- Alcohol, tobacco, cigarettes and papers, e-cigarettes, fireworks will be disposed of by the College. They will not be returned to the pupil.
- Controlled substances will usually be passed to the police but may be disposed of by College staff if there is good reason to do so. Where College staff suspect that a substance is controlled it will be treated as a controlled substance
- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
- Items banned under the school rules will either be returned to parents or disposed of.
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

The College will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found.

## **J. Appropriate Use of Force**

Please refer to DfE guidance: [Use of reasonable force: Advice for head-teachers, staff and governing bodies](#), July 2013.

In some situations it may be necessary for staff to use reasonable (“no more than is needed”) force in order to control or hold pupils so that they do not cause harm to themselves or others. This could range from a staff member forcibly guiding a pupil to safety by the arm in an emergency through to breaking up a fight or where a pupil needs to be restrained in order to prevent injury or violence.

The College recognises that all members of College staff have a legal power to use reasonable force. In addition all members of College staff act under a professional duty of care towards our pupils to protect them from harm. Reasonable force will only be used by College staff to prevent pupils from hurting themselves or others. A decision to intervene is solely down to the professional judgement of the individual staff member and will always depend on the unique circumstances. Reasonable force could be used in the College or elsewhere at a time where a member of staff has lawful control or charge of a pupil. Examples of cases when reasonable force may need to be used include:

- When the safety of a pupil is threatened
- When self-injury is being or is likely to be caused
- When a pupil is exposing themselves to potential danger by seeking to leave the premises or a vehicle
- When the safety of a member of staff, parent/carer or visitor is threatened

During the use of any reasonable force staff must:

- Issue clear verbal instructions
- Warn the pupil wherever possible of the consequences of failing to comply with instructions
- Keep talking throughout to the pupil to try to calm the situation
- Use only the minimum force necessary and for the minimum period necessary
- Seek to avoid any injury to the pupil
- Cease the use of restraint as soon as safety is re-established

The College will provide training for all staff to ensure they know and understand the legal boundaries on the appropriate use of force. The College will source specialist training for key pastoral staff and members of the behaviour team as appropriate to enable them to safely carry out their responsibilities.

The College does not require parental consent to use reasonable force. The College records incidents where ‘reasonable force’ is used. This log is maintained by the Designated Safeguarding Lead and will be reviewed by the Governing Body.

Following a use of force against a child, College staff will decide as to whether or not to inform the pupil’s parents/carers. It is expected that in most cases parents/carers will be contacted, however there may be some circumstances when a decision to contact parents/carers is not taken.

Complaints about the use of force by staff members will be investigated in line with the College’s complaints and safeguarding policies.

The information above refers only to the use of force to restrain or control, there are other occasions when physical contact other than reasonable force may be proper and necessary. These may include:

- Demonstrating how to play a musical instrument
- Demonstrating coaching techniques in PE
- Comforting a distressed pupils
- Providing first aid
- Congratulating or praising a pupil

Any aspects of this type of physical contact must be conducted with the pupil’s consent and will always recognise the inherent power imbalance between staff and pupils. Annual training will be provided to all staff covering this point.

## Appendix A: The Five Fundamental Habits

We expect all pupils to follow our Five Fundamental habits. This will ensure that they get the best out of school and that all pupils will be able to learn, and teachers will be able to teach uninterrupted

- 1. Arrive on Time** We expect pupils to be punctual to all lessons and when they arrive at school in the morning. Pupils need to be organised- for example they make sure they know where they are going, have been to the toilet in plenty of time, visited their locker, removed coats etc in advance of the lesson.
- 2. Perfect Uniform** There is no reason to wear non uniform items to school. Our uniform is practical and easy. We expect pupils to 'Show the Phoenix' at all times.
- 3. First Time Every Time** We expect all pupils to follow reasonable instructions from any adult the first time. We do not accept arguments or back chat. We expect adults and pupils to show respect to each other at all times however, the adult is always in charge and will set the tone of your lesson.
- 4. Smart Communication** To prepare all pupils for the adult world, we expect good communication skills. These are:
  - S** Speaker - Turn to face who you are addressing
  - M** Manners - remember to always be polite and respectful.
  - A** Articulate - speak clearly and use the correct vocabulary.
  - R** Respect - always be respectful to the person you are talking to. Listen and do not speak over them. Do not back chat.
  - T** Think - think carefully about what you want to say and how you might make other people feel.

### 5. Ready To Learn

All pupils are expected to be prepared for school and ready to learn every day, every lesson. This means bringing the correct equipment including a drink and reading book. Having the correct uniform and PE Kit, being punctual and listening to the adult. Pupils will be expected to follow the seating plan for each teacher without question.



## Appendix B What happens if....

Fundamental Habit	Pupil Action	Sanction
Arrive on Time	I don't arrive to school on time	You will have to enter through the Standards Door and your lateness will be recorded. You will also serve an automatic lunchtime detention the same day
	I don't arrive to a lesson on time	You will be given a late mark by your teacher and an immediate 'improve'. This will be monitored by your Tutor and HOY and if there are continued incidents of lateness to lesson, you will be placed in detention by your Head of Year
	I deliberately miss my lesson (internal truancy)	You will be asked to undertake a period of time in the Reset Room to catch up missed work and further truancy will result in an escalation of sanctions
Ready To Learn	I repeatedly do not bring the correct equipment	You may be placed in a detention by your class teacher /HOY
	I have not completed my homework	You may be placed in a detention by your class teacher/ HOY
	I disrupt a lesson	You will be given a 'Improve' by your teacher; a warning that your behaviour is unacceptable
	I continue to disrupt the lesson	You will be given a 'Move' by your teacher; a second and formal warning which will be logged in G4S and communicated home. You may be asked to move seat or leave the classroom for a short period of time so your teacher can talk to you outside. You may receive a further detention during the day which will include a restorative conversation
	My behaviour is such that it stops the class as an 'isolated incident' or I continue to disrupt following a 'Move'	You will be given a 'Remove' by your teacher; you will be removed from the room and taken to the Reset Room. You will continue with your work in the Reset Room for the remainder of the lesson. You will serve a 45-minute detention after school the next day and this will be communicated home. The teacher that removed you will visit your detention to have a restorative conversation.
First Time Every Time	I do not attend my 'Move' detention	Your punishment may be escalated to a 45 centralised detention afterschool the next day, and this will be communicated home
	I do not attend my 'Remove' detention after school	Your punishment may be escalated to a full day in the Reset Room
	I mis-behave in Detention	You will be given warnings reflecting 'Improve, Move, Remove'. If you do not modify your behaviour, you will be asked to leave the detention and your sanction will be escalated to the next level.
	I misbehave in the Reset Room	You will remain in the Reset Room until you show you are ready to return to lessons and behave as expected. You will be given warnings reflecting 'Improve, Move, Remove'. If you do not modify your behaviour, your sanction will be escalated to the next level by SLT this may be a fixed term suspension.
	I am rude to an adult in the College	Your Head of Year will address your behaviour with you and may impose a sanction which may include a period in the Reset Room or 45-minute College Detention (after school)
	I do not follow their instructions or behave poorly during break or lunch	Your Head of Year will address your behaviour with you and may impose a sanction which may include a period in the Reset Room or 45-minute College Detention (after school)

	I am seen using a mobile device	The use of mobile devices is prohibited inside the College building. If you are seen with a mobile device, it will be confiscated. This will be stored for safekeeping and returned at the end of the day.
Perfect Uniform	I attend College in the wrong uniform	All pupils must enter the College via the Blue Line in perfect uniform, unless they have an exemption, which has been agreed by the SENDCo as a reasonable adjustment. Pupils who arrive out of uniform will enter via the Standards Door and be asked to correct any offending items. Failure to do so will result in an escalated sanction.
Serious Behaviour Incident/s	I verbally or physically abuse a pupil or member of staff	<p>A proportionally appropriate sanction that could include:</p> <ul style="list-style-type: none"> <li>• Internal Isolation</li> <li>• Hosting at another school</li> <li>• Fixed Term Suspension</li> <li>• Reporting to the police</li> <li>• Direction to Alternative Provision</li> <li>• A Permanent Exclusion</li> </ul>
	I am deliberately defiant and refuse to follow instructions	
	I make others feel unsafe through reckless or dangerous behaviour	
	I make racist/ homophobic/ discriminatory remarks to a pupil or a member of staff	
	I am involved in a fight with another pupil	
	I vape or smoke on the College site	
	I bring smoking / vaping paraphernalia onto the College site	
	I vandalise or cause deliberate damage to the College site, resources or pupils' belongings	
	I bring or take illegal, unknown or banned substances or bring dangerous items into school	
	I am unkind to another pupil Several Times On Purpose (STOP)	

## Appendix C: Lesson Consequences

Stage		Response to:	Teacher Action	Recording
Stage 1	Improve	Low level disruption, refusal to work, defiance	Verbal Reminder of expectations	This stage does not need logging
Stage 2	Move	Continued low level disruption Preventing others from learning after 'Improve' warning	Verbal warning Time out for reflection (if deemed necessary) Seat move if appropriate / possible	Log 'Move' on G4S Teacher to decide appropriate sanction during school day Restorative conversation to take place
Stage 3	Remove	No modification of behaviour following a 'Move' warning One off serious incident during lesson	Removal from lesson. Email OnCall. Complete pink slip and provide pupil with work to complete in the Reset Room	Recorded in the Reset Room on G4S After school detention to be served the following day Restorative conversation to take place
		Lesson truancy <ul style="list-style-type: none"> <li>• Leaving lesson without permission</li> <li>• Out of lesson without permission</li> <li>• Refusal to attend lesson</li> </ul>	Collected by OnCall team Given opportunity to return to lesson If refuses, removal to Reset Room	Recorded in Reset Room in G4S After school detention to be served the following day

When a pupil accrues three 'Removes', they will spend a full 'Isolation' day in the Reset Room and the Head of Year will work with them to address this. When a pupil accrues a high number of Isolation days, the Assistant Principal will work with the Head of Year to lead on a response. Parents/ carers will be invited in at this stage.

**Appendix D: Tiered Approach to Persistent Breaches of the Behaviour Policy**

Tier	Responding to	Initiated By	Communication	Monitoring	Review (2 weeks)	Possible Sanction for further behaviour incidents
1	3 removals from lesson or a one-off serious incident	Pastoral Team	Contact with parent/carer	2 Week Tutor Report	Meeting with pupil Phone call Home	Internal Isolation
3	3 Isolations or removal from the Reset Room	HOY/Pastoral Team	HOY and parent/carer meeting	2 Week HOY Report	HOY and parent meeting	Hosting
4	Repeated disruption	Assistant Principal	AP and parent/carer meeting	2 Week SLT Report	AP and parent meeting	Hosting
5	No improvement or serious one-off breach of the behaviour policy	SLT	SLT and parent meeting	Behaviour Contract	SLT and parent meeting	Fixed Term Suspension 1-3 Days
			Governor Panel			Fixed Term Suspension Up To 5 Days
			Inclusion Partnership (LNCIP) Referral			Managed Move Alternative Provision Permanent Exclusion

NB This plan is subject to adaptation dependent upon the pupil's individual needs.