



# Soham Village College

## BEHAVIOUR FOR LEARNING POLICY

Version:	3.0
Author:	George Price
Approved by:	SVC Advisory Body
Date:	June 2019
Review date:	June 2022

**Staploe Education Trust**  
*Excellence through partnership*



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## **Terminology**

“Advisory Body” in the context of this policy refers to our Trustees (Directors), members and committee members.

Throughout this document the shorthand “parents” is meant to be equivalent to “parents and carers”.

## **Rationale**

Soham Village College seeks to deliver an excellent standard of education for all students, regardless of race, social background, gender, disability or ability. This policy should be read alongside our Prejudice Related Incidents, Bullying (see appendix 5), SEN and Safeguarding policies.

The Governing Body, Headteacher and staff of Soham Village College believe that in order for effective teaching and learning to be available to all, high standards of behaviour in all aspects of school life are essential. This Behaviour policy establishes, for the benefit of students, parents, staff, and the wider community the broad principles that underpin the College’s approach to behaviour and sanctions, by which successful learning is promoted. This policy has been drawn up in the light of the Education and Inspections Act 2006.

## **Statement of Shared Values**

Good relationships lie at the heart of an effective school and support each individual to do his or her best academically and personally. Fairness, trust and mutual respect are essential to creating an encouraging and positive community. All members of the College community have the right to be safe, cared for and supported. Learning is a partnership of students, parents and the College. It can only take place in a calm, orderly environment. All members of the College community have joint responsibility for the success of the school and its students, and for building trust and a positive relationship between the College and the wider community. Assuming the ethos described above is in place it is expected that students follow the instructions of staff promptly at all times.

We aim to work together - staff, parents and students - to develop of culture of excellence within the College.

## **Core Principles**

### **Soham Village College Code of Conduct**

Students have a responsibility to:

- treat all members of the school and the wider community with respect
- take responsibility for their own learning in school and at home
- be willing to work and to let others work
- uphold the PRIDE values of positivity, responsibility, integrity, drive and empathy
- behave in a considerate and thoughtful way in lessons, around school and in the wider community, at all times
- maintain high standards of appearance, in accordance with the Uniform Policy
- attend school regularly and punctually
- respect the College environment

Parents/carers have a responsibility to:

- ensure their child is equipped for school, to support learning

- help uphold the Colleges Uniform Policy
- reinforce messages regarding expectations of good behaviour, conduct and discipline
- attend meetings and events at the College that support learning and ethos
- recognise success and achievement

College staff have a responsibility to:

- treat students and parents/carers with respect
- ensure good quality teaching and to promote an enjoyable, engaging and stimulating classroom experience
- provide regular assessment of students' work and to provide advice on how to improve
- keep students safe from bullying or harassment in any form
- help ensure a quiet, calm atmosphere in the classroom and around the College
- provide a clean and pleasant working environment
- uphold the PRIDE values of positivity, responsibility, integrity, drive and empathy
- apply rewards and sanctions in a fair, transparent and consistent manner without discrimination
- follow school policies and procedures, both formal and informal, so that students have a consistent experience

The Advisory Body of the College have a responsibility to:

- ensure that the College's Behaviour policy (and related policies) are not discriminatory, are communicated to all relevant stakeholders and are effective in supporting good teaching and learning
- listen to the views of students, parents and staff in keeping the policy under review and when making amendments
- set the ethos, aims and values of the College

### **Promoting Learner Responsibility: the PRIDE values**

Alongside the Code of Conduct, students are also expected to uphold the PRIDE values. PRIDE of Soham sets out the values which underpin the ethos of Soham Village College. They are exemplified through staff and student role models, assemblies, rewards and sanctions. For example, the Go4Schools behaviour module gives praise and criticism of students' behaviour as learners based on the PRIDE values of positivity, responsibility, integrity, drive and empathy.

### **College Behaviour Code**

Appendix One outlines the main rules which inform student conduct in and around the College. The College will communicate these to students and parents every year through the Student Planner and College website. Amendments to the Behaviour Code will also be communicated to students and to parents, via the College newsletter.

### **Rewards**

Central to the creation and maintenance of a positive ethos in the College is the consistent and transparent implementation of a rewards system, which identifies and celebrates a wide range of achievement. Sanctions and punishment alone will not have the desired effect of promoting good behaviour and conduct. Through use of Go4Schools, house points, praise cards, celebration assemblies, weekly praise for positive behaviour points, skip the lunch queue pass, weekly bulletins, public and private acknowledgement of success measured against the principles established in the Code of Conduct and PRIDE values, the College will seek to include all those deserving of praise and so improve their motivation and engagement.

## **Sanctions**

The College will seek to modify behaviour through a variety of means, such as praise and celebration, and communication of its core values and behaviour codes. However, inevitably the College will on occasions be required to apply sanctions to improve behaviour and reinforce with students the importance of their own good conduct, the right of other students to learn and the right of teachers to teach. Please refer to appendix 1.

## **The Legal Framework and Department for Education Guidance**

The College will strive to work with parents at every opportunity to support positive behaviour and discipline in the College and the wider community. The College is working to national guidance in the form of the Education and Inspections Act 2006 which states that the right to regulate students' conduct and impose sanctions does not depend on individual parental 'permission'. The right derives from being a member of the College staff or being an authorised volunteer on College business such as trips and visits.

The law expects schools to take into account a student's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make 'reasonable adjustments'. Furthermore, the College will undertake to fully explain the consequences of poor behaviour and use Individual Education Plans (IEPs) and Pastoral Supports Plans (PSPs) with students with additional needs as necessary to help modify their actions.

For students who do not conform to agreed standards of behaviour, various levels of sanction are available to staff beyond those of indicated disapproval and reinforcement of expectations. The main forms of sanctions are indicated in the table below. It is the College's policy, however, to apply sanctions fairly and consistently, believing that this approach reflects true equality, making 'reasonable adjustments' only on rare occasions where a student's disability has limited his or her understanding of the consequences of his or her actions.

### **Sanctions Framework**

These are set out in detail in appendices.

### **Support for Behaviour Improvement**

The College is committed to modifying poor behaviour and to enable students to make positive choices in terms of their conduct and learning. Where the behaviour of students gives rise to concern, students will be placed on various types of report to help support improvement and to enable effective monitoring. The stages outlined below are normally progressive. However, the College may accelerate its response in the light of very poor behaviour or a serious one-off incident.

**Faculty Report:** Subject Leaders monitor behaviour points from Go4Schools within their departments on a daily/weekly basis and pick up on any ongoing issues. Some issues may lead to early interventions such as a faculty report. Subject Leaders may place students on a subject report to monitor their progress and attitude in that particular subject area. Year Heads should be notified and parents informed by the Subject Leader. Where there is no improvement, it is likely the student will be interviewed by the Year Head and escalation to their report considered.

**Year Head Monitoring:** The year head monitors the behaviour points on Go4Schools on a daily/weekly basis and identify poor behaviour across a number of subjects/other concerns. Year Heads will place students on a Year Monitoring System lasting a short number of weeks, with clear targets. Parents will be contacted and asked to monitor their child's Go4Schools points on a regular basis.

**Individual Behaviour Plan (IBP):** where additional support to improve behaviour is required, the College may use an Individual Behaviour Plan to enable positive outcomes. This may involve the Year Head, parents and student meeting to agree targets for improvement and the support required at home and at school to achieve this.

### **Pastoral Support Plan (PSP)**

The PSP is a single process of sixteen weeks intensive support.

**PSP (Stage 1):** For students who are at risk of permanent exclusion from mainstream schooling, a Pastoral Support Plan will be enacted. Using the proformas and protocols of the Local Authority, parents will meet with a member of the Senior Leadership Team (SLT), Year Head, Special Educational Needs Coordinator (SENCo) and Inclusion Team, to formally develop a PSP. The purpose of the PSP is to reduce poor behaviour and enable a young person to remain within education. For students who are statemented this will need to complement their Individual Education Plan (IEP) and be monitored in conjunction with the SENCo.

**PSP (Stage 2):** Where students are not achieving the targets set by the PSP process, SLT with responsibility for behaviour will become involved in the process, adjusting the targets as appropriate. Students and parents will be made aware of the seriousness of this situation. At this point, the College will begin considering alternative strategies which may include permanent exclusion from mainstream school, or a managed move to another education provider, or alternative education pathways involving other organisations. The College will consult its partners in the East & South Cambridgeshire Improvement Partnership (ESCIP) to seek a resolution to the benefit of all parties but which ultimately supports the maintenance of good behaviour at the College. For statemented students, discussion with the LA will need to take place to decide if the placement at Soham Village College is able to meet their needs *and* give a satisfactory risk assessment regarding the education of others in the school.

### **Resolution of Disputes**

The College wishes to work in partnership with parents to support behaviour. Where parents have concerns about the application of the Behaviour Policy, they are encouraged to first seek resolution with a member of the College's Senior Leadership Team. If the dispute has not been resolved successfully, parents may lodge a formal complaint with the Headteacher. In the unlikely event that the issues are not resolved, parents have the right to ask the Chair of the Advisory Body to consider the complaint. Exclusions are separate to this procedure and parents are directed to the relevant appendix to this Policy.

## Appendix 1: Student Behaviour Code

### Attendance and Punctuality

**Attendance:** Regular attendance at school is of vital importance both on educational grounds and in preparation for future life. If leave of absence is required for any reason other than illness a request for this should be sent to the Year Head with as much notice as possible.

Please note that holidays in term time cause a great deal of disruption to your learning. They can only be authorised in exceptional circumstances by your Year Head or by a member of the Senior Leadership Team following discussion with the Attendance Manager.

If you are absent from school for any reason your family should:

- telephone the school early on the first day of absence
- send a note to the form tutor on the day you return to school
- telephone or write to your Year Head if the absence is likely to be for more than two days

It is your responsibility to catch up on any work you miss because of absence.

**Punctuality:** This is a large site, so you need to move swiftly at lesson changeover. If you are late to a lesson, the most important point to remember is that you should not interrupt the work of the class. If you are late because another teacher has asked to see you, ask that teacher for a note.

If you are late you should do the following:

1. sign in at Reception
2. move swiftly to your lesson

Continued lateness will result in consequences such as a B11 detention, phone call home to inform parents/carers and Tutor/Year Head intervention.

### Leaving the School Site

You may only leave during the school day if you have written permission from a parent, authorised by your Year Head, for you to go home for lunch or to keep an authorised appointment. In the case of an appointment you must sign out at Student Services before leaving. Unless there are exceptional circumstances, lunch passes will only be granted if you live within 5 minutes walking distance of the school. You should use the relevant section in your planner to apply to your Year Head for a lunch pass.

*For reasons of safety you must never leave school without permission. If you do, it will be regarded as truancy and there will be a sanction.*

### Behaviour in Lessons

You must be punctual to lessons, bring the right books and equipment and complete tasks to the best of your ability. Homework must be completed on time and also to the best of your ability. Homework is recorded on Go4Schools with instructions about the work, along with the due date for completion. If homework is not completed, then a -1 point will be recorded and short detention will be set

## SANCTION SYSTEM FOR HOMEWORK

### FIRST STRIKE: Teacher

**First strike:** Homework not complete. Record -1 and an immediate short detention at either break or lunch set by the teacher OR the student has genuinely forgotten it at home for the first time against an otherwise perfect track record. Issue a -1 and give them a second chance to submit the next day, if they forget move to second strike

### SECOND STRIKE: Faculty

**Second strike:** Student forgets homework for a second time it should be recorded as -1 and given a Faculty Long Detention

Failure to attend detention:  
Issue Faculty Long Detention

### THIRD STRIKE: Faculty

**Third strike:** -1 homework point Faculty Detention (can be after school or lunch as appropriate). Faculty Head to organise the system

Failure to attend Faculty long detention: Reissue or issue Faculty after school detention

### FOURTH STRIKE: Whole School

**Fourth strike:** Faculty Head to manage or Referral to Head of Year and/SLT link. Contact parents, manage a way forwards. Possibly a mandatory attendance of homework club at lunchtime.

Failure to attend Faculty long detention HoF/D Pass on to Exclusion room

Please refer to the Homework Policy for more information.

Failure to bring equipment will be recorded on Go4Schools as a PUTO/B11 and a negative point and B11 detention will be set.

A B11 detention lasts for 20 minutes during lunch time, and is held in B11 classroom. The detention is led by Mr Nieuwoudt and is recorded on Go4Schools.

Listen when a member of staff or another student is speaking, do what the member of staff asks at the first time of asking and respect the rights of others to learn and be safe. You are expected at all times to remember the PRIDE values.

## **Behaviour around the College Site**

**Indoor spaces:** Food can only be consumed in the dining areas or outside. Please respect your environment and ensure that all litter is placed in the bins provided.

**Movement in School:** It is very important that everyone moves around school sensibly and with consideration for others, avoiding areas where over-crowding might lead to risks to safety. You should also be aware of visitors.

Keep to the left in corridors, in stairwells and in doorways, unless otherwise instructed. Don't run in or around the school buildings or in and out of the buildings.

Do not linger on the central footpath. Move across or along it quickly to your lessons.

For safety, don't cycle in the school grounds. Wait until you are at one end or the other of the footpath through the middle of the site before mounting your bike. At the end of the school day, it is important to keep the school entrances clear, also for reasons of safety. Everyone must stay clear of the buses as they enter, manoeuvre in the pick-up area.

Please remember that the grassed areas around the Beechurst building are quiet areas and not to be used without permission from a member of staff.

**School Environment:** It is the responsibility of all of us to make sure that the school environment remains in the best possible condition.

In the classroom, make sure that you respect the furniture, fittings and equipment. Do not touch any equipment or display unless directed to do so by a teacher. Chairs should be placed under the table at the end of the lesson.

Report any damage to a member of staff immediately. Play your part in keeping Soham Village College well maintained and a good environment for learning. You are not permitted to eat indoors, with the exception of the Dining Halls at Lodeside and Beechurst Hall Foyer when open at break and lunchtime in the winter.

Possible procedure for alerting students to litter situation: *If the site becomes unacceptably messy with litter then a red traffic light will be displayed. If it could be improved it will be amber. If the site is tidy it will be green. A red for the field results in the closure of the field at lunchtime to give clearing up time to the site team.*

**Use of the Playground and Field:** It is very important for health and safety in addition to keeping the environment pleasant that all litter is placed in the bins provided.

The school field may be used for ball games and other recreational purposes during the lunch break - weather and underfoot conditions permitting and provided that litter is put in bins.

Ball games are **not** allowed on the playground because of the risk of injury to students or damage to windows. When the field is out of bounds, they may be played on the tennis courts and the area behind Lodeside Gym with the permission of the PE Faculty.

Please note, rough contact games are not to be played at any time because of the risk of injury.

See Appendix Eleven – Dealing with poor behaviour in social time.

Staff may view CCTV footage to help with an investigation into misbehaviour around the school site.

### **Behaviour outside the College**

You are expected to behave responsibly at all times when travelling to and from the College. Furthermore, you must adhere to the general principles of the Behaviour Code and the PRIDE values when you are wearing the school uniform. Where your behaviour when you are not in school uniform impacts on the safety and wellbeing of others, you may face sanctions in school.

### **Bullying**

Bullying in any form is unacceptable. Students or their parents are strongly encouraged to report instances of bullying; in that way, school staff can deal fairly and appropriately to resolve the situation. We have a 'report a bullying incident' email address; this can be found on our school website.



The College is strongly committed to ensuring that where bullying takes place it is managed swiftly and effectively. (Please see Anti-Bullying Policy in Appendix 5). Whilst the most important factor in any situation where bullying is involved is putting right the relationship between those involved, persistent bullying is likely to be managed through school sanctions.

### **Food and Drink**

You may eat in the Dining Halls and in all outside areas at morning break and in the lunchtime. Water may be drunk in lessons, unless there is a risk to health and safety or to expensive equipment. Only water is allowed. You may not leave your lessons to fill water bottles.

Chewing gum is not allowed in school. Fizzy drinks/energy drinks and those with high concentrations of caffeine and sugar are also not permitted.

You are not permitted to sell items of food and drink to other students.

### **ICT**

Students using the College's ICT facilities are required to agree and abide by the Acceptable Use of ICT Policy. Students must not do anything which causes risk to their safety, or that of others, or to the network as a whole. Students must not take photos or film of any activity within the school without permission from a member of staff; photos or comments concerning members of staff, posted in or outside of school, in any electronic form, are prohibited. (Please see the College ICT Acceptable Use Policy).

### **Mobile phones**

Mobile phones are not permitted to be used in school time. Should students need to contact home as a matter of urgency, Student Services will be happy to allow students to make a brief call free of charge. Mobiles phones seen or heard by College staff without permission will be confiscated. (Please see more details in Appendix Twelve – Student Mobile Phones and other devices).

## **Prohibited substances**

The College is a no-smoking site; this applies to students and adults alike. Smoking, bringing smoking materials onto the College site or being with those who are smoking are all viewed as equally serious. The College will support those who are caught smoking to stop, in addition to applying appropriate sanctions.

Students who bring drugs (including legal 'highs') or alcohol on to the College site or indulge in their use at any time during the school day, while in school uniform or on trips and activities organised by the College, will be subject to severe sanctions. Furthermore, students who give and/or sell drugs and alcohol to others, or who facilitate the selling/distribution of drugs/alcohol to others, will normally be excluded permanently from mainstream school. (Please see the College Drugs Policy).

## **Rudeness/inappropriate language**

Students must treat each other, visitors and staff with respect at all times. Abusive language in any form is not acceptable in and around the College site. All members of the school community must play their part in ensuring the College is a pleasant environment in which to learn and work. Students that are abusive to other members of the school community will be removed to our internal exclusion facility.

## **Theft and personal property**

You must take personal responsibility for your property. Lockers should be used for safe storage. To avoid loss or damage to expensive items, you are advised not to bring to school iPods, radios, hand held computer and gaming devices or anything which may also cause disruption to lessons.

Similarly, it will be regarded as a serious breach of school rules to bring into school anything which might cause harm or upset to others, for example: laser pens, knives, pellet or replica guns. Offensive printed material of a racist, sexist/sexual or discriminatory manner is also prohibited. The College also does not permit aerosols to be brought into school.

Other people's property and items owned by the College must also be treated with respect.

## **Violent Conduct**

No student has the right to hurt another at school, or on the way to and from school. Students must treat all other members of the College community with respect and resolve differences with the support of College staff. Students who resort to violence will be dealt with by immediately reporting to a Year Head, Head of Key Stage or SLT.

## **Visits and extra-curricular activities**

You will be offered many opportunities to take part in trips and activities during your time at the College. It is important that parents and students understand that:

- the College reserves the right to withdraw students from a trip if behaviour in school has been
- poor
- the College Code of Conduct applies as appropriate on all school trips and extra-curricular
- activities
- if students behave badly on a school trip or activity, College sanctions will apply upon return to the school and that it is possible that they will be banned from further trips

## **Uniform**

The College is committed to enforcing a uniform code. It will not be adapted to take account of fashion or trends. You must wear the correct uniform, including school regulation shoes, at school and on the way to and from school. Outdoor coats may not be worn in classrooms. A full uniform list is provided in Student Planners. See appendix ten for how uniform infringements are dealt with.

## **Appendix 2: Guidance on Dealing with Behaviour Beyond the School Gates**

The College is committed to ensuring its students behave with respect in the local community, demonstrating our core aims and values and making a positive contribution. The College will use its statutory powers to uphold those values while protecting the reputation of the school.

### **What the law allows**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable.'

The College's behaviour policy sets out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on students.

Subject to the College's behaviour policy, the teacher may discipline a student for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a student at the school
  
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another student or member of the public or
  - undermines the authority and position of a member of staff or
  - could adversely affect the reputation of the school

The College will also consider the involvement of Police to reinforce the school's position, especially if the behaviour in question has been of an anti-social nature, leading to others being intimidated or inconvenienced. The Police will act in support of the Headteacher; however, they retain discretion to act independently in accordance with the law and their powers of investigation and arrest.

## Appendix 3: Guidance on Confiscation of Prohibited Items

Under the terms of the College's Code of Conduct and the law, students are prohibited from bringing on to the school site, or having in their possession when in College uniform or an organised school visit (residential/non-residential) various items and goods.

Legally prohibited items are as follows

- Illegal drugs
- Alcohol
- Weapons, knives and other dangerous items inappropriate for school and able to cause harm to others
- Stolen items

In addition, the school prohibits the following items as not being conducive to effective teaching and learning and the maintenance of good discipline

- Quantities of food and drink for distribution and self profit
- Material of a bullying, racist, sexist/sexual or homophobic nature including that stored electronically
- Pornography, including that stored electronically

### Confiscation of prohibited items – key points

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when, and if, to return a confiscated item.

### Searching with consent

School staff can search students with their consent for any item which is banned by the school rules. A member of SLT or a Year Head should be present if at all possible with another member of staff. Ideally, there will be at least one member of staff of the same sex as the student.

The College is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The College will make clear in the behaviour policy and in communications to parents and students what items are banned.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the College's behaviour policy. Police may be called as well.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the College will apply an appropriate disciplinary penalty. If there is strong suspicion that the student has something in their possession of an illegal or dangerous nature then the school reserves the right to keep the student under supervision whilst the police are called.

## **Searching without consent**

In the event that a student is suspected of having prohibited items on the possession, College staff are authorised to search without consent under the following conditions.

A search must be authorised by the Headteacher or another member of SLT.

The person carrying out the search must be of the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched. However, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in a school or taking part in a school trip.

## **Establishing grounds for a search**

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

## **Location of a search**

A search may only be carried out on College premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England. Staffing levels should be set high enough to cover the need for a student to be searched by two staff.

## **What the law says (Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies February 2014)**

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

## **Lockers and desks**

The College is able to search lockers for any item provided the student agrees. The College makes it a condition of having a locker that the student consents to have these searched for any item whether or not the student is present.

If a student does not consent to a search (or withdraws consent) then it is possible to conduct a search without consent but only for the 'prohibited items' listed above.

## Use of force

Reasonable force may be used by the person conducting the search but only in the event where legally prohibited items are in question. Separate advice is available on teachers' power to use force.

## After the search

### The power to seize and confiscate items – general

#### What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### Items found as a result of a 'without consent' search

#### What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds **alcohol**, they may retain or dispose of it.

Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect substances may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a 'good reason' for not delivering **controlled drugs or stolen items** to the police, the member of staff must have regard to guidance issued by the Secretary of State.

Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible. It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

In determining what is a 'good reason', the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

The College will dispose of alcohol as they think appropriate but not return it to the student.

### **Telling parents and dealing with complaints**

The College is not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

The College will inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal College complaints procedure.

## **Appendix 4: Guidance on Detentions**

Detentions, during and after the school day, are an important means of ensuring good discipline in the College. Detentions may take the form of short break or lunchtime detentions; longer detentions of 30 minutes or more over lunchtime; after school detentions (ASDs) conducted by teaching staff of one hour or more.

### **What the law allows (Education Act 2012)**

Teachers have a legal power to put students aged under 18 in detention.

The College must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is set outside school hours they must aim to give parents 24 hours' notice unless parents' consent by telephone or email to the student being detained more rapidly.

This is not a legal requirement but we aim to do this to assist parents with domestic arrangements, arranging transport etc. The College does not have to give 24 hours' notice for a lunchtime detention but students must be allowed time within the school day to have a meal.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days – training days or other times when the College is closed to students but open as part of the required 195 days.

The Headteacher can decide which members of staff can put students in detention. For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions. At Soham Village College, all teaching staff are empowered to place students in detention. In addition, Cover Supervisors and Teaching Assistants may place students in lunchtime detention.

### **Other relevant guidance**

Parental consent is not required for detentions.

The College must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the student, though it is not required to adjust detention arrangements accordingly.

With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet. There is no requirement to allow students to use the toilet at break, though it is good practice to give students sufficient time to do so before their next lesson. Students may not use the toilet in after school detentions.

## Appendix 5: Anti-Bullying policy

### Our anti-bullying stance

Bullying in all its forms, verbal or physical, manifest or insidious, is unacceptable. The College will not tolerate any kind of harassment.

### Definition of Bullying

Bullying is a conscious attempt to be aggressive to someone else in a physical, verbal or psychological manner, although not all aggression is necessarily bullying. Bullying is *persistent*.

Bullying takes many forms – physical, verbal, a facial expression, engineered silence, abuse via social networking or mobile phone texts. It can be overt or subtle by either gender or any age group. All forms of bullying should be viewed seriously. This includes the following:

Sexual bullying – any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls. The use of sexual words to put someone down, like calling someone a slut, a slag, or gay, or spreading rumours about someone's alleged sex life. In its most extreme form, it can be inappropriate touching, sexual assault or even rape.

Racist bullying – can be identified by the motivation of the **bully**, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Homophobic bullying – is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation. People perceive that you have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes.

Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Disability bullying - is a pattern of behaviour. It is about an imbalance of social, physical or other power involving a person or group who has a disability. Studies show that bullying happens to people with disabilities more often than to others in general.

Please refer to the Prejudice Incidents policy for other bullying incidents.

### Education

Efforts are made via PSHE, curriculum lessons (e.g. Drama and English) and assemblies to put across the message of the anti-social nature of bullying and the responsibility of all in the College community to eradicate it, as well as building self-esteem, self-confidence and responsible assertiveness.

### Training

All adults in the College community should be made aware of the signs to look for/action to take/ways in which they can contribute to a culture in which bullying of any source is not tolerated.

### Prevention - Staff Awareness of Potential Bullying

- i) Observation of student behavioural patterns by Tutors, Subject Teachers and Year Heads can detect bullying or potential cases of bullying (absence, academic under-achievement, teasing, regular complaints of minor illness, withdrawn personality). A sudden decline in performance

in class and a departure from normal behaviour in a student will be investigated to establish whether the student feels intimidated (and by whom).

- ii) Effective Staff/Student Relationships where trust has been established, this is a fundamental vehicle to defuse or stop bullying. All students should be clear as to who they can go and speak to if worried or upset. The Hub and Student Services are open from 8am-4pm every day if a student is unsure who else to approach.
- iii) Providing the opportunity for students to express their social and peer group experiences both orally in class and in writing (essay subjects) will be part of the curriculum. Each student and parent is given a point of contact (person) if bullying is suspected. The views of students can also be sought through the House Council system.
- iv) Anti-bullying ethos underlined by high profile marking on anti-bullying week with assemblies, use of posters, student conferences, statement in student planners etc.
- v) Report Bullying email address on the school website. All SLT, Year Heads will receive the email and the relevant person will deal with the incident.

### **Action on Bullying**

- i) Listen carefully to both the victim and the bully. Record hard data, which will then be used when counselling students, meeting parents and consulting with senior staff. All subsequent action must be logged.
- ii) In cases of minor bullying an appropriate punishment to 'fit the person' will be given, unless it is felt by staff that a 'no blame' approach is likely to be effective in the first instance. This would usually involve a restorative justice meeting with the students involved and pointing out that behaviour which might seem funny or banter to one side is not being received in that way by the victim and must stop. It is important to underline that any continuation of the behaviour must be reported and would be dealt with by sanctions.
- iii) In serious cases of bullying (e.g. extortion) the Year Head and/or SLT depending on the severity will be consulted. Parents of students involved in such incidents will be required to discuss the circumstances of the case and a plan for remedial action. In the event of parents not co-operating, SLT will be involved and exclusion of the perpetrator by the Headteacher may take place.
- iv) **Recording**  
All incidents of bullying will be logged on the weekly Year Head bulletin. This will be collated into a central database by the Student Services Team. The Deputy Head (Student Services) will regularly review this to look for patterns to inform policy and practice.
- v) **Peer Support**  
A peer mentoring system operates whereby Year 10 students act as buddies to Year 7 students following training.
- vi) **Investigation**  
It is important to do a speedy investigation of all reported incidents as it indicates that the College takes bullying seriously. On a practical note the following steps should be followed:
  - Identifying a member of staff with whom the victim could talk openly
  - Encouraging the victim to co-operate fully in identifying the bullies as the best way of securing the victim's safety and that of others in the future
  - Establishing with the victim, as precisely as possible, what led to the attack and, where appropriate, what steps can reasonably be taken to avoid similar situations in the

future

- Interviewing students individually where allegations of bullying are made about a group
- Asking individuals to make a written record of what was done or heard
- Bringing the victim and the alleged bully or bullies together at certain points in the enquiry
- Making it clear that close supervision is to be maintained while the investigation continues and that any further attempt to intimidate the victim will result in immediate sanction
- Involving the parents of the alleged bully or bullies in the investigation as appropriate to question their children about their role, if any
- Staff should inform the relevant Year Head of any bullying issues that they have either dealt with or need support with and these will automatically be logged on the year head's weekly bulletin and collated centrally by Student Services for senior staff to monitor

### **Disciplinary Action**

Very firm action will be taken against any student who is the instigator of bullying who does not respond to being advised about their actions. Such action must bear in mind the necessity of avoiding retaliation against the source of information. Parents must be informed. Ensure that the victim has at least one member of staff that they feel comfortable approaching to discuss any further issues. Please note that in the event of racist bullying occurring that this must be dealt with as per the racial incidents procedure with a log going to the Headteacher.



Routines:

- Students arrive on time for registration;
- Sit individually in perfect uniform each morning.
- Perfect behaviour at all times during the 20 minute registration period.
- Attend assemblies with year group or house.

Students will have a special tutor programme with the following:

- Assembly – Year Group or House
- Reading (own suitable book or English prescribed materials)
- Numeracy worksheets
- Problem solving activities
- Ted talks, news or current affairs
- PSHE activities
- Behaviour, uniform and attendance checks

The tutor will have regular contact with parents:

- Updates of behaviour – letters, email, phone call or Go4Schools
- EHA where appropriate
- Detention B11, after school detention – recorded on Go4Schools

**BEHAVIOUR POINTS**

The more effort you put in, the more progress you'll make.

<b>+2</b>	<b>Behaviour and Attitude has a positive impact on the progress of other students.</b>
<b>+1</b>	<b>Effort in lesson is sufficient to make expected levels of progress.</b>
<b>-1</b>	<b>Effort in lesson is not sufficient to make expected levels of progress.</b>
<b>-2</b>	<b>Behaviour and Attitude has a negative impact on the progress of other students.</b>

<b>+1</b>	<b>Homework is completed on time.</b>
<b>-1</b>	<b>Homework is not completed on time.</b>



The table on the next page should be used as a guideline of the different sanctions which may be suitable for different misdemeanours. It is important to remember that the individual situation of the student should be considered wherever possible – age, additional needs, health, previous conduct etc. However, this has to be balanced against the need to be fair and consistent. If unsure, ask another colleague for their opinion. They may be able to be more objective.

The following points should also be considered:

1. Rewarding good behaviour and work can help to avoid problems occurring.
2. Planning interesting, engaging lessons with appropriate differentiation will help student engagement and avoid problems.
3. All teaching staff can contact parents directly to pass on good or bad news through Go4Schools, email, phone call or praise post cards!
4. Report all after-school detentions (ASDs) and use of Subject Reports to Year Heads
5. As a general principle, poor behaviour is best dealt with as close to the location and point in time that it occurred. It is expected that all subject areas have robust disciplinary procedures in place which complement this whole school policy. All subjects areas must have a referral system in place to support all teachers and cover supervisors during lessons when support is required.
6. In the event that a student with additional needs is unable to cope with the behavioural expectations in a lesson then the head of subject having tried other strategies should contact the SENCo to see if a period of respite within The Hub is appropriate.

SANCTIONS LIST		
	Category	Sanction
Late to form or lessons	Learning Respect	Mark as late on register. Escalating sanctions: break time detention (BTD), lunch time detention (LTD) e.g. B11 then after school detention (ASD).
Home learning not completed on time	Learning	1. Extension granted at teacher's discretion 2. Note in planner and escalating detentions 3. Log on Go4Schools 4. Letter/phone call to home and consider faculty report
Answering back and/or refusal to comply with a reasonable teacher request	Respect	1. Verbal warning with threat of, or actual escalating sanctions (*graduated approach not required for serious infractions). 2. Removal from class to lead teacher/supervisor, HoF (lesson time) or HoY (social time). 3. Serious offences should be referred to Head of Faculty (HoF). Head of Year (HoY) to be included in email, but not to sanction. Parents will be contacted by HoF. HoY must always be informed if serious.
Talking, preventing learning	Learning	1. Verbal warning including clear consequences of the action in terms of learning outcomes and sanctions. Teacher to inform student if a negative point has been awarded. 2. Student moved within the room and escalating sanctions. 3. If the student is still disruptive then a -2 will be awarded. 4. Removal from class to work with colleague and a -3 to be awarded on Go4Schools and a detention, ASD. 5. Discussion with HoF, lead teacher should follow to ascertain if the student should be placed on a faculty report.
Talking, off task behaviour &/or unsatisfactory standard of work	Learning	1. Verbal warning including clear consequences of the action in terms of learning outcomes and sanctions. Teacher to inform student if a negative point has been awarded. 2. Student moved within the room and escalating sanctions. 3. If the student is still disruptive then a -2 will be awarded. 4. Removal from class to work with colleague and a -3 to be awarded on Go4Schools and a detention, ASD. 5. Discussion with HoF, lead teacher should follow to ascertain if the student should be placed on a faculty report.
Eating, chewing gum, making a mess	Respect Safety	Litter picking at lunchtime and reporting to member of staff or cleaning classroom or tidying up under supervision following a quick risk assessment.
Lack of personal equipment, resources, kit or planner.	Learning	B11 detention. Note in planner, note recorded on Go4Schools in home notes section (unless missing) and escalating. NB: students can be asked to pay for lost exercise books (check with Finance Office). Consider making the student copy lost work during detention.
Graffiti/damage to property or environment (includes planners and books)	Respect	Depending on the severity, students will clean the graffiti during a lunchtime or an ASD working with site staff as community service (HoF or HoY to liaise with site staff). Pay for damage (parents can be invoiced by finance staff). Covering of damaged books. More serious offences: refer to HoF (if caused in a lesson) or HoY (if outside of lessons) who will speak with parents.
Wearing makeup, jewellery or inappropriate/scruffy uniform	Respect Safety	1. Follow procedure in appendix ten. (B11 detention – escalation to head of year if accompanied with defiance and/or repeated infringement).
Calling out	Learning Respect	1. Reminder of benefits of listening/classroom rules/unfairness to 'quieter learners' who may wish to contribute. Try 'hands up please' and praising those with their hands up. Ignore answers called out. Give verbal warning including clear consequences of the action in terms of learning outcomes and sanctions. Teacher to inform student if a negative point has been awarded. 2. Student moved within the room and escalating sanctions. 3. If the student is still disruptive then a -2 will be awarded. 4. Removal from class to work with colleague and a -3 to be awarded on Go4Schools and a detention, ASD. 5. Discussion with HoF, lead teacher should follow to ascertain if the student should be placed on a faculty report.
Swearing at/near other students	Respect	Reprimand and advise suggesting apology. For threats of violence (refer HoF if occurred during lesson time or HoY if during social time).
Bullying	Respect Safety	Refer to school bullying policy on shared drive. The situation may worsen if mismanaged. 1. Consider referral to the student's tutor/tutors. 2. Consider referral to HoY who may instigate a referral to in-school support teacher for no-blame counselling. 3. HoY may decide to investigate and follow a disciplinary pathway involving SLT for Student Services if indicated. 4. Parents may also be contacted.

Swearing at, or extreme rudeness to a member of staff	Respect Safety	Serious infringements: 1. Email behaviour support for immediate removal of a student (if HoF is free then they can remove a student). 2. If a student swears directly at a teacher, then alert HoY and they will sanction 2 days in the Exclusion Room. Parents will be contacted. 3. Possible fixed-term exclusion for subsequent offences (risk of extended mainstream exclusion). HoY/SLT will consider specialist referrals.
Truancy	Respect Safety	Email the missing student email address so that student can be located/parent to be alerted. Inform HoF and HoY to arrange sanction – inform parent/carers. Student to sit 2 lunch times in the Exclusion Room for first offence, repeat offenders will sit an ASD for second offence, then a day in the Exclusion Room if they truant again.
Smoking/Vaping	Respect Safety	Report names of students caught smoking to duty lead/student services. Students caught smoking/vaping will spend a day in the exclusion room and parent/carers to be informed. A meeting with parent/carers will be called for repeat offenders, and a set ban from social time.

## **Appendix 7: Internal Exclusion and isolation off-site guidance**

### **Rationale**

Soham Village College aims to reduce the number of students disciplined using fixed term exclusion. While it is strongly committed to the retention of this disciplinary procedure to deal with very serious breaches of the behaviour code, the College is of the view that for the majority of significant behavioural events, internal exclusion by isolation in our Exclusion Room is a much more effective sanction. On occasion it will be more appropriate to sanction a student by extended isolation in our alternative provision unit (the Isle). If we have exhausted all other options within school then the students will spend three to five days off the school site but under supervision of school staff. This would take place at one of our Trust Primary Schools (part of the Staploe Education Trust). The norm would be for a meeting to take place with parents before the student can re-join mainstream.

The reasons for this position are as follows:

In the Exclusion Room students will be expected to work, either independently or with adult supervision, on a variety of tasks linked to the school curriculum.

The Exclusion Room provides a place of safety and educational provision, not available at home.

Isolation in the Exclusion Room is intended to be a robust alternative to exclusion for the vast majority of behaviour issues, not as an easier option. Although students have access to suitable break and lunch opportunities, and to go to the toilet when it is appropriate and sanctioned by staff, students will remain isolated and in silence throughout their period in the Exclusion Room. Failure to follow the rules of the Exclusion Room will result in a longer period of isolation, time in the Isle, possibly off-site, or fixed term exclusion from school.

### **Aims of Internal Exclusion and isolation off-site**

1. To reduce the likelihood of repeated poor behaviour
2. To punish poor behaviour
3. To support teachers and other staff in maintaining high standards of discipline, teaching and learning
4. To provide supervision and education provision for those isolated from mainstream school

### **Reasons for Internal Exclusion and isolation off-site**

The following list is not intended to be exhaustive but to be illustrative as to the reasons why students may be placed in internal exclusion.

- Repeated failure to follow the College Code of Conduct, including breaches of the uniform policy
- Use of offensive language
- Violent conduct
- Defiance/rudeness to staff or visitors
- Significant classroom disruption
- Bullying
- Dangerous behaviour

Disruptive or defiant behaviour in the Exclusion Room will increase the probability of isolation off-site.

### **Procedures for Internal Exclusion or isolation off-site**

In deciding whether internal exclusion is the most appropriate sanction, the College will apply the same standards and approaches that would apply in the event of a fixed term exclusion. Members

of the Senior Leadership Team, Year Heads and SENCo will decide on any possible referral to the Exclusion Room (ER), carrying out a thorough investigation beforehand and being satisfied that on the balance of probabilities, and in accordance with the College's Internal Guidance for Behaviour Sanctions, Internal Exclusion is the most appropriate and effective sanction to be applied. Where there is any doubt, the opinion of the Headteacher or Deputy Head should be sought.

The student will then be escorted to the ER, and placed into the supervision of the Exclusion Room Manager. They will be informed of the rules for the ER, including access to toilets and food/drink. Students will then work, with or without the support of an adult, in isolation on materials either provided by the Exclusion Room Manager or by teachers. However, it is expected that students will work independently and appropriately in all circumstances.

The Exclusion Room Manager will contact home via letter informing parents of the reasons for the sanction and that the student will be placed on Year Head monitoring; if escalated then a two week monitoring period by the year groups SLT link. Students placed in the Exclusion Room will be given -5 points on Go4Schools. This will be recorded as a poor 4: serious incident that lead to isolation in the Exclusion Room – SLT involved.

Soham Village College reserves the right to opt for extended isolation off-site as an alternative to the use of the ER/Isle at SVC. This will be decided by discussion involving at least two of the SLT & Headteacher. Parents will be spoken to in advance and a clear explanation given of the aims and how it will work. Student ground rules, staff guidelines and a risk assessment are available by request from the Deputy Head.

*For certain identified students in the SEN/ISLE Behaviour Group, there will be the option to be placed in The Hub or ISLE for supported isolation rather than the Exclusion Room. This will happen if it is decided that The Hub/ISLE would most suitable taking into account additional needs.*

### **Failure to work effectively in the Exclusion Room**

The College will view any failure to follow the rules in the ER very seriously. Internal Exclusion is a serious sanction and as such students must be prepared to work as directed and demonstrate the seriousness of what has happened that has led to them being placed in the ER. The Exclusion Room Manager will inform the Year Head or SLT of any inappropriate behaviour. Parents may be contacted; students may have their period in the ER extended; or students may be placed into off-site isolation at one of our Trust Primary Schools (part of the Staploe Education Trust) for a period of three to five days; alternatively fixed term exclusion may be considered best for a student who will not conform to the College's expectations and is also proving disruptive to other students in the ER.

### **Complaints**

Internal Exclusion is an accepted school based sanction and, subject to relevant educational and other legislation, parents have no right of appeal against the College's decision to internally exclude a student. Internal Exclusion is also not required to be entered onto a student's official school record. However, parents who have concerns about internal exclusion or isolation off-site may contact the Headteacher. If the matter is still not resolved to their satisfaction, parents may then contact the Chair of Advisory Body in accordance with the College's Complaints Procedure.

### **Review and Evaluation**

The College will keep the use of Internal Exclusion and isolation off-site under review. Reports on the number of exclusions and reasons for them are given to the Advisory Body on a termly basis.

## **Appendix 8: Fixed Term Exclusion Guidance**

### **Introduction**

The College is committed to reducing the number of fixed term exclusions and using internal exclusion as an alternative. However, there may be occasions when fixed term exclusion is the most appropriate sanction to be applied for poor behaviour. This guidance is provided for the benefit of staff and parents in incidents where fixed term exclusion is being considered or where it has been used.

### **What is fixed term exclusion?**

Fixed term exclusion is a period of time when the student is not allowed to attend school or be close to the premises of the school before, during and at the end of the school day. Typically, fixed term exclusion will be for a period of one-two days, as this is considered more effective in modifying poor behaviour. However, longer periods of up to five days may be appropriate in certain circumstances.

For periods of fixed term exclusion beyond five days, the Chair of the Advisory Body and the LA Inclusion Manager should be consulted. In addition, full time education must also be provided for any young person.

### **Who may legally authorise a fixed term exclusion?**

The Headteacher (or, in his/her absence, one of the Deputy Heads) may authorise a fixed term exclusion.

### **Circumstances warranting fixed term exclusion**

The circumstances when a fixed term exclusion may be appropriate can be summarised as follows:

- verbal abuse of staff (including via ICT)
- physical abuse of staff/students
- racism
- bullying
- continued high level defiance of school rules and other sanctions
- possession/distribution of prohibited items and substances

### **Procedure for authorising a fixed term exclusion**

The Headteacher (or his/her deputies) will carry out a full investigation of any incident, taking into account any mitigating circumstances and any relevant impact of recognised disability or Statement of Special Educational Need. Witnesses should be encouraged to write witness statements as should the student accused of the behaviour violation, if this is practical and appropriate. At all times the protection of witnesses should be paramount. The Headteacher should then weigh up the evidence, allowing for student reliability, consider the full facts of the event and establish, on the balance of probabilities, what is most likely to have occurred.

The Headteacher should then consult the relevant guidance to confirm that a fixed term exclusion is the most appropriate response and also consider any alternatives to fixed term exclusion, the risk to the child from being at home (especially Looked After Children) and whether other agencies should be involved. No decision should be taken in the heat of the moment and where appropriate complex decisions should be tested by other members of the SLT and/or Chair of the Advisory Body. The College will also give due considerations to the impact on public examinations in the event of an exclusion from school.

As appropriate for the smooth running of the school, the student may be informed of the decision whilst working in the Exclusion Room, pending an investigation. Parents should then be informed of the outcome, the incident in question and the time and date of the readmission meeting. Parents may give permission for children to go straight home. Where this is authorised, a note of the time, date and parent should be made confirming the decision. Where the child may be risk, it must be insisted that parents collect the child.

The Headteacher's PA must be informed straight away so that a letter can be generated. Furthermore, for Looked After Children and other students deemed at risk, the Locality Team and ESLAC must also be notified. For the most serious cases, or where communication with home has been challenging, letters should be sent by recorded delivery.

### **Readmission to the College**

Legally, a student may return to school before the readmission meeting has taken place but would normally work in the Exclusion Room until that meeting occurs. Parents will be invited to attend.

### **The Readmission Meeting**

The readmission meeting will be led by the Headteacher or Deputy Head (Behaviour) together with the relevant Year Head, SENCo, Inclusion Manager, Locality Student Support Officer etc as appropriate. The purpose of the meeting is to establish from the student an understanding of why the College felt it was necessary to take the step of fixed term exclusion, an awareness of how the student felt about being out of school and a clear willingness to avoid similar mistakes that led to fixed term exclusion in the first place. Concrete actions to support the student should also be in place by the end of the meeting, from the College, student and parent.

If, at any point during the meeting, the student does not show suitable awareness of the impact their behaviour had on others or their own learning, and/or there does not seem to be a recognition that this behaviour should not take place in the future, the SLT may decide to abandon the readmission meeting and consider extending the fixed-term exclusion.

### **Appeals against fixed term exclusion**

The College follows the current guidance provided by the Local Authority and Department of Education. Parents have a right of representation to the Local Authority Inclusion Manager.

### **Alternatives to Fixed Term Exclusion**

A number of options will be considered in response to a serious breach of behaviour policy:

a. restorative justice or community service, which enable the offender to redress the harm that has been done to a 'victim' or to the institution, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion.

b. internal exclusion (see additional guidance on the College's approach to Internal Exclusion)

c. reduced mainstream timetable usually involving part or all of the timetable based in the 'ISLE' ('Individual Student Learning Environment', our Inclusion Unit). If the student is likely to spend more than 20% of the week out of mainstream it is expected that a meeting will be held with parents to draw up an East and South Cambridgeshire Improvement Partnership (ESCIP) Alternative Provision

agreement with regular reviews.

d. managed move to another school to enable the student to have a fresh start in a new school. The Headteacher may ask another head teacher to admit the student. This will only be done with the full knowledge and co-operation of all the parties involved, including the parents, Advisory Body, ESCIP and the LA, and in circumstances where it is in the best interests of the student concerned.

Parents will never be pressured into removing their child from the College under threat of a permanent exclusion, nor should students' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in this guidance have been adhered to or unless a managed move has been agreed by all the relevant parties.

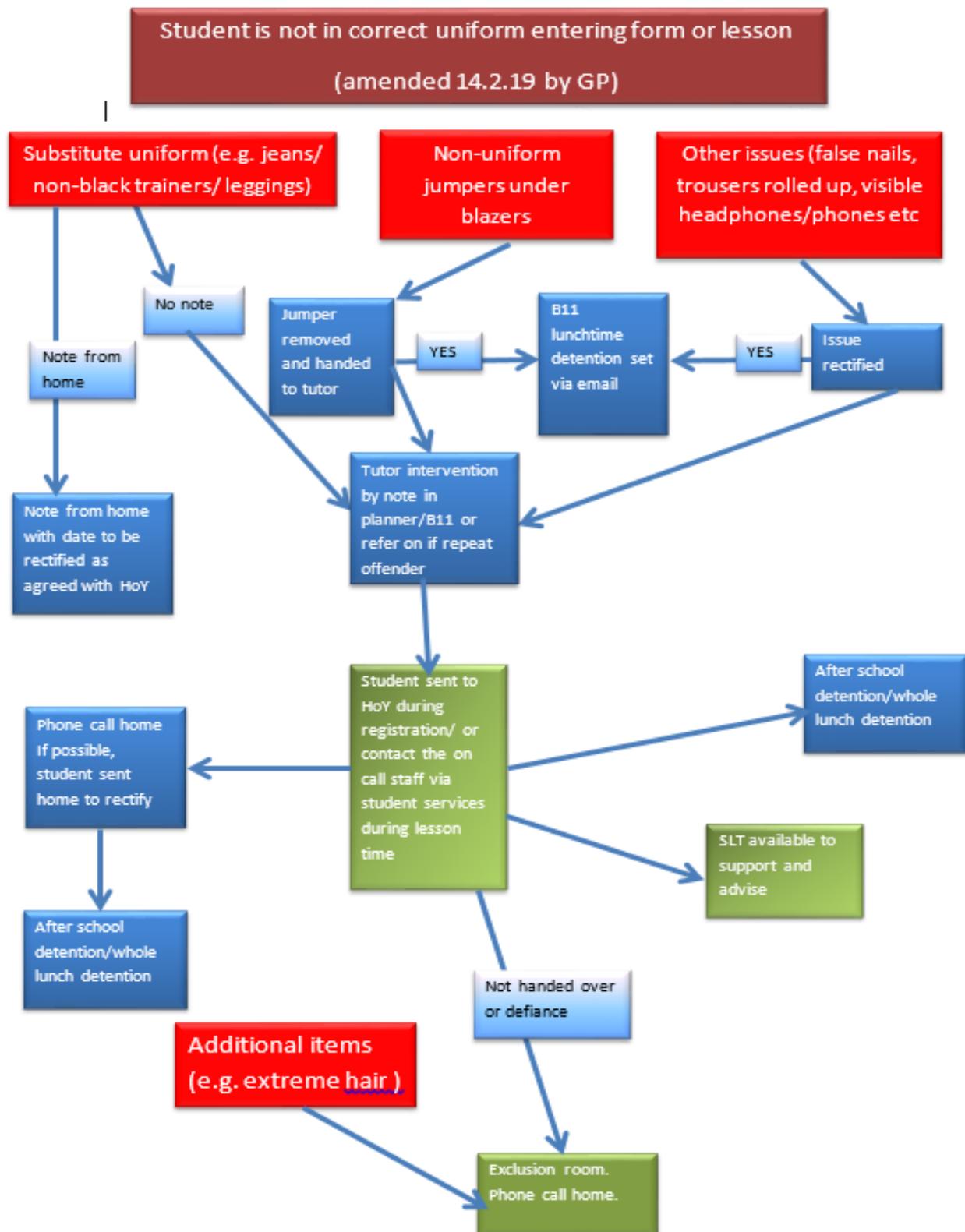
## Appendix 9: Physical Intervention Guidance

What to do when violence and aggression is encountered whilst students are in the care of a member of staff whether on or off the school site:

- In the first instance a member of the staff should ask the perpetrator to stop behaving in an unacceptable way. Staff should not in any circumstances respond in a like manner. Sometimes a calm and quiet approach will be all that is required to de-escalate the situation.
- Should the person not stop their behaviour, a Year Head, Head of Faculty or senior teacher should be asked to attend and the member of staff should explain calmly what has taken place, preferably within the hearing of the perpetrator.
- If the person is acting in a way which could cause harm to themselves, other people, risk severe disruption to discipline in the College or damage property, then reasonable force *may* be used by staff, and the police may be called immediately. Staff have the legal power to use reasonable force but not a duty to do so. Staff may use their discretion, also bearing in mind their duty of care towards the safety of their students.
- The DfE defines physical intervention as being of two kinds – CONTROL or RESTRAINT
- Control may be of a passive nature e.g. standing between students who are angry with each other or involve active physical contact e.g. leading a student by the arm out of a classroom.
- Restraint means to hold a student back physically or bring them under control. It is typically used in more extreme situations, such as breaking up a fight when students are ignoring instructions to stop.
- There are no circumstances in which it is justified to use physical force to punish a student.
- If physical intervention proves necessary then those members of staff involved must record the incident in the bound book held by the Headteacher's PA and ensure that the student's Year Head or a member of SLT have been informed about the incident prior to leaving the building at the end of their working day.

*Based upon 'Use of reasonable force: Advice for headteachers, staff and governing bodies', DfE 2012.*

## Appendix 10: Dealing with uniform infringements



## **Appendix 11: Dealing with poor behaviour in social time/uniform infringements/lack of correct equipment/lateness**

### **B11 Lunchtime Time-Out, 20 mins Monday to Friday, 1.15 – 1.55pm**

- Staffed by Mr Nieuwoudt/SLT
- Staff refer students to this detention held in room B11 by adding a 'PUTO' (Pupil Uniform/Time-Out issue) behaviour note to Go4Schools
- If any students fail to abide by the social time expectations, they are sent to time out for the rest of lunch
- If students misbehave at break, then they will attend the lunchtime time-out
- Students responsibility to get themselves there. Staff may radio over to say students are on the way but could just as easily email afterwards and ask if a student arrived
- If a student fails to attend a B11 time-out detention or misbehaves once they are there, they are given an After School Detention ASD (see below)

### **Rolling after school detentions, Monday to Thursday, 3 - 4pm**

- If a student fails to attend or misbehaves in time-out they are put in one of these detentions
- Staffed by the Exclusion Room Manager in the Exclusion Room
- Work pack created
- ASD to be served day after offence to give time to contact home
- Ensures uniformity of punishment

## Appendix 12: Student mobile phones and other devices

*In this text the phrase 'mobile phone' also covers any other electronic device which can be used for communication, playing games, listening to music etc.*

### Background

We recognise that students may bring their smart phone to school, however, we strongly advise students not to bring mobile phones to school due to the risk of loss or theft. If it is *absolutely necessary* to bring a mobile phone to school, then it will be **the responsibility of the student at all times**.

If a student needs to communicate with parents/carers during the school day or vice versa, our Student Services staff can assist with messages in both directions.

If valuable possessions have to be brought into school, they may be handed into Student Services for security during the day or to PE staff to be looked after during PE lessons. Soham Village College has a policy of **no mobile phones in use during the school day** for two main reasons:

1. To minimise disruption to learning;
2. To minimise cyberbullying through the inappropriate use of texts and images

### School rule

- **Any student with a mobile phone which is switched on between 8.30am-3pm will be requested by the member of staff to hand over the phone.** The phone will be at Student Services for safe-keeping until the end of the day. The only exception to the rule, is if a member of staff has given permission for a mobile device to be used in a lesson.
- If this happens on three occasions in a half-term, the parents/carers will be contacted by a year head or member of senior staff to discuss our policy.
- If disruption is caused to a lesson or social time through use of a mobile phone without permission then a detention will also be set.
- Refusal to hand over the offending article will be treated as defiance and will result in more serious sanctions.

### Advice

To avoid infringing the rule students must keep mobile phones switched off and out of sight between 8.30am and 3pm unless they have the direct permission of a member of staff. We ask parents to support us with this policy by not trying to contact their child directly between the time of 8.30am and 3pm by text or call.

## Appendix 13: Procedure for Soham Village College to support partner primary schools with fixed term Exclusions

Primary school head teacher to contact Jon Hampson (Headteacher) to alert SVC that they will be receiving a primary child on a fixed term exclusion the next day.

The provision is limited to Year 6, or exceptionally, Year 5 pupils.

Primary school to provide lots of work for the child to do in isolation at SVC. The usual venue for this will be the Exclusion Room and the routine will be the same as for SVC students, apart from a later start at 9am and earlier finish at 2.30pm.

Primary school to get parent/carers to fill in form attached to letter to bring in with the child the next day. A member of staff from the school to come with the child and stay for the day if the child has a statement or other needs requiring extensive support. Other children can be left once settled. Any transport costs to be borne by primary school and/or parents.

See letter below to parents for more information;

DATE

Dear PARENT OF -----,

### **Support from Soham Village College for exclusion from primary school.**

Please sign and return the reply slip below to show that you accept the terms of the provision from Soham Village College during your child's fixed term exclusion from -----primary school.

The fixed term exclusion runs from ----- to ----- . For the period of -----  
----- to ----- your child will be able to work under supervision at Soham Village College in our Exclusion Room.

----- will need to be at Lodeside Reception for 9am and be collected from there at 2.30pm each day. Work will generally be set by the primary school but staff at Soham Village College may set other work as appropriate. Please provide a packed lunch for your child. They will spend social time under supervision of staff in the Exclusion Room.

We expect your child to abide by the same reasonable expectations of behaviour that we have for all children and young people on the school site. We undertake to provide a safe, respectful working environment for everyone. By signing the slip below we expect you to support the policies of the school. These are available on our website under [www.sohamvc.org](http://www.sohamvc.org) under information – policies.

Please ensure that you provide us with any medical information about your child that we need to be aware of and emergency contact details. In the event of illness or poor behaviour you also will need to undertake to have your child collected at the earliest convenience.

Jon Hampson

(Headteacher).

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Note: Other bespoke alternative provision packages can be considered on a more long-term basis. This would involve an initial planning meeting and regular reviews involving colleagues from the relevant primary school and Soham VC and parents with a view to reintegration fully into the primary as soon as is possible.