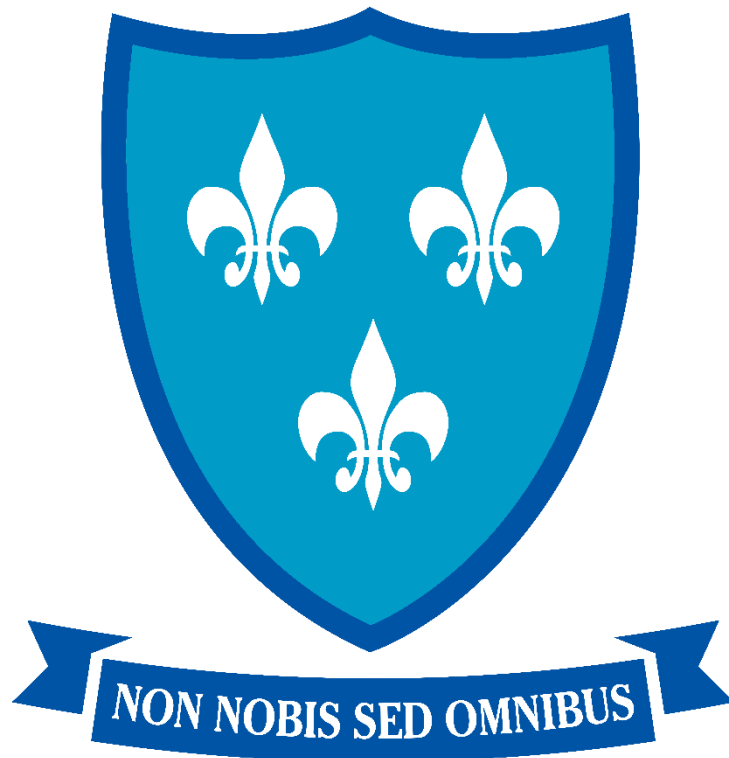




Soham Village College

Behaviour Policy

Version:	5.1
Author:	Deputy Headteacher
Approved by:	Advisory Body
Date:	Summer 2026
Review date:	Summer 2027

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1. Aims

Soham Village College is committed to creating an environment where exemplary behaviour is the only acceptable standard. We want all students to leave our school not only having fulfilled their academic potential, but also to be equipped to be positive role models in our community and contributors to society. All students' behaviour will be outstanding at all times when they are representing the school both inside and outside of lessons as well as in the wider community.

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn to a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [School suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for educational settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as (but not limited to):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to school or lessons

Serious misbehaviour is defined as (but not limited to):

- Repeated breaches of the school rules
- Defiance towards a staff member
- Any form of bullying
- Violence of any kind
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking/vaping
- Possession of any prohibited/banned items. These include (but are not limited to):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Mobile phones
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying in any form is unacceptable. Students or their parents/carers 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.



Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy in appendix 1.

5. Roles and responsibilities

5.1 The Advisory Body

The advisory body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

At every review, this policy will be approved by the advisory body.

5.2 The headteacher

The headteacher is responsible for:

Reviewing and approving this behaviour policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of students

Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

Ensuring that all staff understand the behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships .
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents as appropriate (either through Go4Schools, MyConcern or emailing the appropriate person).
- Seeking support from colleagues if the behaviour of a student becomes difficult to manage.

Heads of Faculty/Subject are additionally responsible for:

- Being a visible presence in their faculty and ensuring the corridors and spaces in their department are well supported.
- Coordinating the celebration of student achievement when they go above and beyond expectations.
- Monitoring behaviour within their department and supporting colleagues as necessary.

- Modelling commitment to the school's values to other staff members at all times.

Heads of Year are additionally responsible for:

- The culture and behaviour of their year group during lessons, social time and on the way to and from school.
- Being a highly visible presence around school among students in their year, particularly at times of large movement.
- Developing positive student attitudes towards school.
- Using behaviour data to identify students to celebrate and support.
- Modelling commitment to the school's values to other staff members at all times.

Senior Leadership Team are additionally responsible for:

- Modelling commitment to the school's values to other staff members at all times.
- Meeting and greeting students at the start of the school day.
- Be a highly visible presence at busy times of the day and social time.
- Supporting middle leaders with more complex behaviour.
- Analysing behaviour data and reviewing the impact of the current strategies

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensuring their child attends school punctually and with maximum attendance and not to take their child out of school without express permission of the headteacher
- To ensure that their child is smartly dressed in correct uniform
- To attend parents' evenings, read school emails, engage with Go4Schools and other communication channels the school uses.
- Discuss any behavioural concerns with the classroom teacher or head of year promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to develop an understanding of the school's behaviour policy and wider cultures

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet the behavioural expectations in the curriculum.

6.1. Mobile Phones

See appendix 3

7. Responding to behaviour

Students are at school to learn and achieve their best academically but also socially and emotionally. As with teaching traditional subjects, behaviour too must be taught and modelled, corrected and nurtured over the time a student is in school.

Excellent behaviour in lessons is foundational to an excellent education. It is the right of every child in school to have a safe, uninterrupted and positive experience in the classroom. We aim to achieve this using a variety of strategies.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Always act with courtesy and respect towards students.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting excellent behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2. Safeguarding and Child Protection

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether: pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Students are awarded behaviour points in every lesson and these are recorded on Go4Schools. A poster of what is expected of them is displayed in every classroom. The points awarded are:

+2 Student has displayed an excellent attitude, worked really hard and been a positive influence on their peers.

+1 The student has worked well and put in good effort to complete the learning they have been set.

-1 The student has not put in the level of effort they are capable of or has caused some low-level disruption.

-2 The student has had a negative impact on the learning of other students in the class or/and is well below the standard they are capable of.

+1 Homework has been completed satisfactorily.

-1 Homework has not been completed satisfactorily.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavor to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Students at risk of getting a -1 point will be informed and have received a verbal reprimand during the lesson. The teacher will have tried behaviour for learning strategies such as (but not limited to) redirection, praise, or a quiet word. They will get a -1 if their improvement is not sufficient.

If a classroom teacher awards -2 points: The classroom teacher must issue a detention on the day and ensure their line manager is aware.

The classroom teacher may decide to make further contact with the parents/carer of a student if they are concerned about their attitude or progress in addition to awarding Go4Schools behaviour points.

All behaviour points are monitored on a daily basis by the assistant head with responsibility for behaviour and by year heads; and on a regular basis by subject leads. Any student who receives more than 2 or 3 negative points in one day across their subjects will be subject to a behaviour intervention. This could be a detention or some time in the Exclusion Room. The purpose of this intervention is to prevent the student from disrupting the learning of other students and give the student the opportunity to refocus and complete some work in the right manner.

Subject leads and year heads monitor the points during the week and decide if further action or intervention is needed. If a student accumulates too many negative points in one-week further action will be taken e.g. a longer discussion with the subject lead, lunchtime detention, after school detention, phone call/meeting with parent, being placed on a report.

On rare occasions -3 points are issued if a student has to be removed from a lesson or there is a serious incident in classroom. This will result in a detention and a conversation with the Assistant Head with responsibility for behaviour. Students who get -3 are monitored by the Assistant Head with responsibility for behaviour and year heads during the week and they will take further action if necessary.

Negative points are issued if a student was removed from a lesson for a serious incident in classroom/lunch and is taken to the Exclusion Room. The student stays in the Exclusion Room for a period of time that is determined by SLT/head of year and parents are informed. The student then has chance to demonstrate they can be trusted to return to the classroom by working hard and showing contrition and remorse for their actions.

Student's Pupil Progress Percentage (PPP) is worked out using the following formula:

Positives points divided by (The sum of the positives + negatives) as a percentage %

Example: Peter Davies has 66 positives
 17 negatives

Their PPP% is therefore: 66 divided by (66 + 17) as a percentage = 80% which is not good.

The class intervals are:

- Behaviour PPP% between 100% - 90% is green and should be praised
- Behaviour PPP% between 90% -85% is yellow and needs to be supported with by a progress tutor
- Behaviour PPP% below 85% is the red zone which will lead to more urgent action and may lead to an Individual Behaviour Plan (IBP)

Students that fall into PPP of 90% or less will join a different tutor group. The tutor group is led by a member of the behaviour support team. Students are mentored and follow a more structured routine with an aim of helping them increase their PPP so they can return to mainstream tutor time.

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.
- Check students have completed their homework and support them with being ready for school

The tutor will have regular contact with parents and provide updates about behaviour through letters, email, phone calls or Go4Schools.

If necessary, an Early Help Assessment (EHA) will be completed.

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 subject areas must have a referral system in place to support all teachers and cover supervisors during lessons when support is required.

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 the recommended strategies, should contact the SENCo to seek further, bespoke advice.

Students may be sent to the exclusion room pending the investigation of an incident, because of a serious incident or other valid reason. Whilst in the exclusion room, students will be expected to complete work for the subject they are missing so they do not fall behind.

The Exclusion Room is managed by the exclusion room manager.

7.5 Reasonable force

See appendix 2

7.6 Searching and Confiscation

Searching, screening and confiscations in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in students' possession as a result of a search will be confiscated. These items will not be returned to students.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students or parents after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of SLT or the Headteacher will try to determine why the student is refusing to comply

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- If any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on MyConcern.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does **not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student before strip search takes place, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than two people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, member of staff or member of the public
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. All incidents will be investigated thoroughly.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding & Child Protection policy for more information

[Soham Village College - Policies](#)

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

For more details allegations of misconduct, please see our Safeguarding & Child Protection Policy: [Soham Village College - Policies](#)

8. Serious Sanctions

8.1 Detentions

Detentions can be issued by any teacher to any student who does not meet the school's expectations in a particular area (e.g. uniform, homework, classroom behaviour). Detentions will usually take place in a classroom.

After school detentions are usually given out for more serious offences. It will usually take place in the Exclusion Room and usually last for one hour, 3-4pm. Students will use this time productively to complete homework or other private study with the support of the exclusion room manager. Official guidance from the Department for Education is that schools do not need to seek permission to issue an after-school detention. However, Soham Village College always seek to work with parents to arrange a mutually convenient time for a student to do this sanction. A positive relationship built on mutual support is always in the best interest of the child.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of staff

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrated into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from a class such as:

- Moving to the progress tutor group
- Looking at other curricular options

Staff will record incidents of students working in the exclusion room, along with details of the incident that led to the removal, and any protected characteristics of the student.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to the school's suspension and permanent exclusion policy.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that student's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to reduce the likelihood these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Individualised plans to manage the behaviour of students with SEND will be coordinated and communicated to staff through the SEND team.

Examples of adjustments could be:

- Short, planned movement for SEND students who struggle to sit still for a long time
- A lesson exit card to the SEND base prior to classroom events escalating
- Adjusting seating plans to allow a student with visual or hearing impairment to be in the most suitable position in the classroom
- 'Fiddle toys' for students who find them helpful to maintain focus or reduce anxiety
- Use of sensory spaces to help students manage anxiety or high emotions

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured, and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

START Team: Statutory.Assessment&ResourcesTeam@cambridgeshire.gov.uk

10. Support for students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral team
- Referral to the wellbeing team
- Joining the progress tutor group

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2. Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:.

- The needs of the students at the school
- How SEND and mental health need can impact behaviour
- The proper use of restraint

Behaviour management forms part of continuing professional development. This includes sessions as part of Teaching and Learning Carousels, Faculty Continuing Professional Development and whole school sessions which meet emerging needs.

The school's Teaching and Learning Foundations have a section on Behaviour for Learning. These allow senior leadership team to identify areas of emerging need and address these needs with relevant training.

Full details of the school's CPD can be found in the CPD Programme for each year.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of sexual harassment/sexual abuse
- Perceptions and experiences of the school behaviour culture for staff, students, advisory body members, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by [insert role]..

- The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and advisory body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At every review, the policy will be approved by the advisory body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion
- Safeguarding and Child Protection policy
- Prejudice-Related Incidents policy
- Code of Conduct for All Adults

Appendix 1: Anti Bullying Policy

Our anti-bullying stance

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

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately harmful
- Repeated, often over a period of time
- Difficult to defend against

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please refer to the Prejudice Incidents policy [Soham Village College - Policies](#)

Education

Students are educated via the school curriculum and assemblies to put across the serious and damaging nature of bullying and the responsibility of all in the School community to eradicate it, as well as building self-esteem, self-confidence and responsible assertiveness.

Training

All adults in the School 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 is not tolerated.

Prevention

- 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 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.
- iv. Anti-bullying ethos underlined by regular assemblies to highlight the destructive damage of different types of bullying that can occur (online, sexual harassment etc). Any child-on-child abuse (not restricted to the definition of bullying) is reported on MyConcern so that patterns of behaviour can be easily identified, and interventions put in before it escalates further.
- v. Report Bullying email address on the school website. SLT and Year Heads will receive the email and the relevant person will deal with the incident.
- vi. Social time arrangements that provide a safe, supervised space for students who may be vulnerable to bullying.

Action on Bullying

Investigation

Listen carefully to both the victim and the bully. Record the incident on MyConcern, which will then be used when speaking to students, meeting parents and consulting with senior staff. All subsequent action must continue to be logged on MyConcern.

It is important to investigate all reported incidents as soon as possible. Actions may include:

- 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 incident.
- Review any CCTV if available.
- 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.
- 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 an immediate, increasingly serious, sanction.
- Involving the parents of the alleged bully or bullies in the investigation as appropriate.

Outcomes

All incidents of bullying are taken seriously. Responses may include:

- Restorative justice meetings
- Meetings with parents
- Sanctions and education for the perpetrator
- Counselling
- Agreed methods for the immediate reporting any further incidents
- On-going review by Head of Year of all recent incidents and contact with all parties

Recording and Monitoring

All incidents of bullying will be logged on the MyConcern. The Assistant Head with responsibility for behaviour will ensure this is reviewed regularly to look for patterns and to inform policy and practice.

Appendix 2: Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation. Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. [Insert school name] will record all incidents through internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion through [insert process]

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.

Ratification

This appendix was approved by the Governing Body on: [date]

It will be reviewed annually, or sooner if statutory guidance changes.

Appendix 3: Mobile phones and other communication devices

This appendix forms part of the school's Behaviour Policy and should be read alongside the guidance from the Department for Education [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools)

Rationale for being a phone free school:

- To support the mental health and wellbeing of our students by guaranteeing them more than six phone-free hours each day.
- To provide a high-quality learning environment in which disruption and distraction due to devices is eliminated.
- To give students the freedom to socialise and play without the distractions of devices during the school day.

The school recommends that students do not bring mobile phones to school. We recognise that, due to the semi-rural nature of our school, some families may choose to send their child to school with a mobile phone for communication on their journey to and from school. We suggest they have a basic, non-expensive model.

Between the hours of 8:30am and 3:00pm, the device must be switched off and stored securely in a locker or phone locker. Use of phones during this time to check homework, Go4Schools or timetable is not permitted. This must be done using a hard copy (e.g. printed timetables) or a computer in school e.g. in the library.

The only exception to this rule is for students who use their mobile phone to actively monitor a medical condition, such as diabetes.

Any student found in possession of a mobile phone during the school day will have the device confiscated. In the first instance, the phone will be taken and put in reception for collection at the end of the school day. A B11 detention will also be issued, parents will be informed by email about the incident, and it will be recorded on Go4Schools and in the mobile phone confiscation record. If there is a second occurrence, we will follow the same procedure. If the same student is found with a phone a third time, parents will be contacted and it must be collected from reception by a parent or carer. If this is not possible, the phone will be retained securely overnight and returned to the student at 3pm the following day. In case of repeated failure to meet expectations, the mobile phone or communication device may be confiscated for up to seven days. This measure will only be used as a last resort, and always in partnership with the parents, to ensure the most appropriate support is in place for the student.

Where a member of staff has reasonable suspicion that a student is carrying a mobile phone and the student denies this, a security wand may be used to check the student and their belongings.

If a student refuses to hand over a mobile phone when asked, this will be treated as a serious act of defiance, and they will be sanctioned accordingly. A parent/carers will be contacted to support with the confiscation. In the event of further non-compliance, a meeting would be called, and the student's place at the school would have to be seriously considered.