



THINKING SCHOOLS  
ACADEMY TRUST

Brixham College

Behaviour  
Policy

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# Behaviour Policy



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## 1.0 Values and Principles

1.1 As a college, we follow our trust’s principles of behaviour and culture.



### TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



1.2 We strive for all students to be successful in learning and successful in life. We want our students to develop into well rounded, polite individuals with a lifelong love of learning who contribute positively to our school and wider society.

## 2.0 Culture

At Brixham College we are proud of the respectful and caring culture that exists within our community. The relationships between the members of our community are strong and are built on a principle of mutual trust. In order to maintain such high levels of trust and such high quality relationships it is imperative that all members of the community take the responsibility to protect the rights of others very seriously.

Staff have the right to feel safe and happy in the workplace, to be free from discourteous or abusive behaviour, to be listened to and to be respected. Teachers have the right to deliver their lessons without disruption.

Students have the right to feel safe and happy in college, to be free from unpleasant behaviour towards them and to learn without disruption.

Members of the community have the right to feel safe and enjoy living in the area. We believe

- everyone has the right to learn and no one has the right to disrupt anyone else’s learning.
- everyone takes responsibility for their own behaviour.

- positive behaviour should be reinforced with the use of praise and rewards are better motivators than sanctions and negative feedback.
- consistency in practice is essential.
- clearly articulated and shared expectations are more powerful motivators than rules
- Under the Equality Act 2010, the college will make reasonable adjustments to any provision, criterion or practice to acknowledge our legal duty to make 'reasonable adjustment' to practice and policy for children with SEND/EAL and so they are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of the behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism.

### **3.0 Purpose of the behaviour policy**

Our behaviour policy is designed to encourage every member of our college community to take full responsibility for their behaviour in a way that protects the rights of all staff and students. Guiding students' behaviour is an important aspect of educating and caring for them.

Positive strategies need to be developed by children to assist them to learn appropriate ways of behaving in the classroom, in school and beyond the school gates.

We do everything we can to create an ethos of positivity through a culture of reward and celebration. Our reward systems are focused around our vision as a college and on intrinsic reward as far as possible. We seek varied and numerous means and opportunities to celebrate members of our community who embody our values.

Brixham College sets incredibly high expectations of every member of its community. The occasions where members of the college community fail to meet these expectations, we have a clear system of sanctions to deal with this and support them to make the right choices moving forwards.

### **3.1 The Role of College governors**

The college governing body will support the effective operation of this behaviour policy. They will:

- provide support and challenge to the college regarding the implementation and effectiveness of the behaviour policy.
- review behaviour data at regular intervals
- provide constructive feedback to the college where the policy may not be effective in the local context, and suggest alternative approaches.
- ratify this policy at each review date.

### **3.2 Role of College leaders**

The college leadership team, comprising the Senior Leadership Team & Middle Leadership Team, will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

College leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. College leaders will make sure that:

- all new staff are inducted clearly into the college's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the college
- all staff will refresh understanding of rules and routines throughout the academic year, for example, at college inset days, weekly staff briefings, tutor briefings, subject team meetings, deliberate practice CPD, early career teacher mentor meetings.
- all staff will have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour.

## 3.2 Role of teachers and staff

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff will:

- uphold the whole-college approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the college behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed
- challenge students to meet the college expectations and maintain the boundaries of acceptable conduct.
- communicate the college expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students
- consider the impact of their own behaviour on the college culture and how they can uphold the college rules and expectations.

Staff will also receive clear guidance about expectations of their own conduct at college in the Trust Code of Conduct policy that all staff read annually.

## 3.3 Role of students

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the college behaviour standards, expectations, pastoral support, and consequence processes. Students should be taught that they have a duty to follow the college behaviour policy and uphold the college rules and should contribute to the college culture. Students should be asked about their experience of behaviour and provide feedback on the college's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

## 3.4 Role of parents/carers

The role of parents/carers is crucial in helping develop and maintain good behaviour of our students at Brixham College. To support our college, parents/carers are encouraged to be familiar with the college's behaviour policy and, where possible, take part in the life of the college and its culture. Parents/carers have an important role in supporting the college's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a question or concern about management of behaviour, they should raise this *directly* with the college while continuing to work in partnership with them.

Brixham College endeavours to build and maintain positive relationships with parents/carers, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents/carers to help them understand the college's behaviour policy. Arbor is an instant method in which parents/carers are asked to engage with their child's behaviour in college.

Where appropriate, parents/carers are included in any pastoral work following behaviour that doesn't meet expectations, including, for instance, attending a reintegration meeting following an external suspension or a review of specific behaviour interventions in place.

## 3.5 Role of the SEND department

Our culture consistently promotes high standards of behaviour and provides the necessary support to ensure all students can achieve and thrive both in and out of the classroom. The college aims to meet the needs of all students, including students with SEND, so that everyone can feel they belong in the college community and high expectations are maintained for all students. Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of behaviour that does not meet expectations will be connected to their additional need. Brixham College therefore manages student behaviour effectively, using the graduated approach to assess, plan, deliver and then review the impact of the support being provided for our SEND students to ensure all students can meet our high expectations.

We will consider whether persistent disruptive behaviour is the result of an unmet educational or other need by:

- Referral to the SEND team
- Support from the Learning Support Team
- Referral to Inclusion

Where necessary advice will be sought from outside agencies to identify or support specific needs.

Brixham College will, under the Equality Act 2010, take reasonable measures to avoid disadvantage to a student with protected characteristics from the college's policies or practices. Under the Children and Families Act 2014, the college will also use our 'best endeavours' to meet the needs of those with SEND; and if a student has an Education, Health and Care plan, the provisions set out in that plan will be secured in consultation with the local authority and other bodies.

Illustrative examples of preventative measures include, for example (but are not limited to):

- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism or ADHD
- Reasonable adjustment for a wheelchair user to access lessons

Any preventative measure should take into account the specific circumstances and individual needs of the student concerned.

## 4.0 Induction

### 4.1 Student Induction

Every student is supported to achieve the behaviour standards, including an induction process that familiarises all students with the college behaviour culture. The college acknowledges that, just like student's vary at their rates of progress learning in subject areas, students also vary in their rates of progress in behaviour for learning.

The college seeks to educate students positively about behaviour and expectations, including most importantly the reasons why we have the behaviour and reward policy that we do. There are several times throughout the year that are planned instances of this. This includes, for example:

- Induction for all students in first week of college academic year in year assembly and subject lessons
- Half termly assemblies
- Tutor times
- Year 7 have a slightly longer induction at the start of the academic year to help support students settle and make the transition from primary school.
- SEND students have an enhanced induction programme in the summer prior to their arrival in year 7.
- Students who arrive as an in year admission, are inducted into the college through meeting a member of the pastoral team. A 'buddy' is identified to support their transition and learn the culture at college.

### 4.2 Staff Induction

All staff also have an induction into the college. Development and support includes, for example:

- Weekly staff briefing feature on Culture, Attitudes and Welfare
- Safeguarding briefings and newsletters
- Assemblies
- Learning Walks
- CPOMs, daily behaviour emails
- Smart centre behaviour reflections
- Tutor notices

## 5.0 Behaviour Expectations

We have three clear rules that underpin our behaviour expectations across the college. These are being 'ready', 'respectful' and 'responsible'.



## 5.1 Uniform

Our vision is for outstanding learning, achievement and behaviour for all students. We have the highest expectations of our students and ourselves, and make no apologies for this, because we know that high expectations ensure we deliver the best quality lessons that inspire and engage; and ensures that our students achieve beyond what they thought was possible, which in turn enables them to develop a self-belief and resilience that will guarantee their success in future life.

Our college uniform is a means of expressing this high level of expectation. We expect all students to arrive to college in uniform and wear their uniform correctly and with pride. The college uniform gives students a sense of identity, belonging and pride in our college and its community. When students are able to get what may seem like the 'small things' right, other college rules are much easier to follow. Students that follow the uniform expectations also are more likely to follow the other rules in college, demonstrating they are proud to be at the college and are prepared and ready to focus on their learning. The college uniform expectations are explained to students and parents/carers prior to starting at college.

The college uniform is designed to provide a quality uniform that is good value for money and durable, whilst also reducing the financial and social pressures on students to wear expensive branded goods. The Brixham College logo supports the common identity amongst all students, regardless of background, and therefore acts as a social leveller.

### 5.1.1 Uniform rules

Uniform at Brixham College is applicable to all year 7-11 students, irrespective of gender. Students should arrive to college in their full uniform.

Students are expected to leave college and return home in their full uniform.

Students in years 7-11 should wear full college uniform at all times around the college site and in college buildings (unless instructed otherwise) and should remove outdoor coats when in lessons.

No student will attend lessons unless in full college uniform. No staff should accept students wearing their uniform incorrectly. Uniform expectations apply from the beginning of term in September until the end of the academic year in July.

Uniform expectations can be found in on the college website.

Weather conditions

The uniform policy does not change during cold, wet or warm weather. It is the responsibility of the student to arrive at college with appropriate clothing as indicated in the uniform policy.

- During cold weather, students are permitted to wear a plain white t-shirt underneath their shirt as an extra layer, as well as the option of a college jumper. Students should wear a warm waterproof coat to college, moving between lessons and at break times. Students can wear long or short sleeved shirts.
- Students should wear a warm waterproof coat when rain is forecast to protect themselves travelling to and from college, moving between lessons and at break times. Students are advised to move to indoor areas, such as the hall, indoor seating areas and arrive early in the corridors to their lessons when it is raining at break times.
- During warm weather, students are encouraged to wear a short arm shirt and college skirt or college shorts.

The college will inform students and parents if uniform changes temporarily due to extreme weather, such as no blazers or jumpers during heat wave warnings.

## Purchasing college uniform

The uniform supplier for Brixham College is the college and VX3 for PE kit.

Parents/carers are able to purchase any available second-hand uniform supplies that the college may have.

Parents/carers who are unsure whether an item of uniform or a hairstyle will be acceptable should contact the Head of Year Team for clarification before purchase. Parents/carers should also be aware that footwear stores do not engage with the college regarding our uniform policy and have no desire to. Therefore, the signage and marketing of school shoes do not always correspond with that deemed acceptable at Brixham College. For instance, trainers which are not fully black, may be marketed as “school shoes”, however, they are unacceptable at Brixham College.

### 5.1.2 Uniform checks

Tutors will check that all elements of the uniform are adhered to by their tutees in every tutor time. The tutor should seek to amend or supply uniform if any is incorrect where possible. Students will not attend lessons unless in full college uniform and will be sent to the Head of Year team. The Head of Year team will further seek to remedy the incorrect uniform with spares the college has. They may contact the parent(s)/carer(s) if they are able to bring missing items(s) into college. Students will be expected to work in the Smart Centre whilst their uniform is being corrected. Students wearing their uniform incorrectly and refuse to correct, may be directed to only wear specific items of uniform. For example, a student who rolls or cuts their skirt, will be directed to wear college trousers in line with the uniform policy.

Teachers should check the uniform of students when they are ‘thresholding’ (greeting students) on entry and exit to the lesson. Staff on break duties in the hall should not allow students into queues without excellent uniform. Students should stop and sort uniform issues before entering the gates at the start and end of the day.


### 5.1.3 Confiscating items that contravene the policy


Staff will confiscate items that are not part of our policy, e.g. earrings, nose studs, jewellery, black logoed socks, hoodies. Items will be handed to the Head of Year office as soon as possible. Students will collect the item(s) at the end of the day and can discuss any misunderstandings they have and clarify the college uniform policy with their Head of Year. Subsequent offences will result in the confiscated item(s) being required to be collected by a parent. Persistent offences will result in a consultation with parent/carers to put in appropriate strategies to support. For example, leaving the item(s) at home. Students who fail to hand in non-uniform items on request will be sanctioned as defiance.

## 5.1.4 College Uniform

In the current climate of ever-changing styles and fashions the following is not intended to be an exhaustive list of what is/is not acceptable.

The college reserves the right to make the final decision on what is and what is not acceptable.

Uniform	Acceptable	Unacceptable
Shirt	<ul style="list-style-type: none"> <li>✓ Teacher to ensure students have shirts tucked in.</li> <li>✓ Plain white - short or long sleeved.</li> <li>✓ Buttons all done up</li> </ul>	<ul style="list-style-type: none"> <li>Untucked shirts</li> <li>Logos, branding and colour shirts</li> </ul>
Tie *	<ul style="list-style-type: none"> <li>✓ The tie should touch the trouser, skirt or shorts waist band when stood tall.</li> <li>✓ The tie knot should cover the top button of the shirt.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Short ties that do not reach waist band.</li> </ul>
Blazer *	<ul style="list-style-type: none"> <li>✓ Blazers worn at all times</li> <li>✓ The teacher must give permission for blazers to be taken off.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Sleeves rolled up</li> </ul>
Jumper*	<ul style="list-style-type: none"> <li>✓ A college logo jumper only</li> </ul>	<ul style="list-style-type: none"> <li>✗ Hoodies with or without a zip (e.g. Nike Tech Fleece)</li> <li>✗ Hoodies do not replace a coat or jumper</li> </ul>
Skirt	<ul style="list-style-type: none"> <li>✓ Plain black pleated knee length skirt</li> </ul>	<ul style="list-style-type: none"> <li>✗ Rolled skirts</li> <li>✗ Cut/tailored shorter skirts</li> </ul>
Trousers	<ul style="list-style-type: none"> <li>✓ Plain black, full length, tailored trousers</li> <li>✓ Belts are permitted if narrow and plain black with a simple buckle.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Designer logos on belts</li> <li>✗ Made from stretch fabric or very clingy.</li> <li>✗ Leggings</li> <li>✗ Cropped trousers</li> <li>✗ Jeans</li> </ul>
Shorts	<ul style="list-style-type: none"> <li>✓ Plain black tailored shorts in a trouser material</li> </ul>	<ul style="list-style-type: none"> <li>✗ Any other shorts</li> </ul>
Socks and Tights	<ul style="list-style-type: none"> <li>✓ Plain short black or white socks</li> <li>✓ Plain black tights</li> </ul>	<ul style="list-style-type: none"> <li>✗ Socks with logos</li> <li>✗ Long socks</li> </ul> 

Shoes	<ul style="list-style-type: none"> <li>✓ Plain, black, flat shoes</li> <li>✓ Plain, black, flat, boots if covered by trousers.</li> </ul> 	<ul style="list-style-type: none"> <li>✗ Coloured trainers or sneakers</li> <li>✗ Pumps</li> <li>✗ High heels</li> </ul>
Coat	<ul style="list-style-type: none"> <li>✓ A plain coat.</li> <li>✓ Hoods down inside buildings</li> <li>✓ Coats removed in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>✗ Hoods up should not be worn inside buildings at any point.</li> <li>✗ Hoodies with or without a zip (e.g. Nike Tech Fleece)</li> <li>✗ Hoodies do not replace a coat or jumper</li> </ul>
Hair	<ul style="list-style-type: none"> <li>✓ Face must be seen</li> <li>✓ Hair should be blended e.g. grade 2 at bottom leading up to grade 4 near top, no tram lines</li> </ul>	<ul style="list-style-type: none"> <li>✗ No tram lines</li> <li>✗ Hair dye (unless natural colour and even all over)</li> </ul>
Makeup	<ul style="list-style-type: none"> <li>✓ Discreet</li> <li>✓ Nails of a reasonable length</li> </ul>	<ul style="list-style-type: none"> <li>✗ No long false/acrylic nails</li> <li>✗ No false eyelashes</li> </ul>
Earrings	<ul style="list-style-type: none"> <li>✓ Single pair of small plain discreet studs in the ears and one stud in the nose</li> </ul>	<ul style="list-style-type: none"> <li>✗ No other piercings are acceptable in any part of the body.</li> </ul>
Jewellery	<ul style="list-style-type: none"> <li>✓ See earrings</li> <li>✓ A watch may be worn</li> </ul>	<ul style="list-style-type: none"> <li>✗ No other jewellery is permitted</li> <li>✗ Watches used as mobile phone devices will be treated as a mobile device</li> </ul>
Nails	<ul style="list-style-type: none"> <li>✓ Nails of a reasonable, safe length for school</li> </ul>	<ul style="list-style-type: none"> <li>✗ No long false/acrylic nails</li> </ul>
Bag	<ul style="list-style-type: none"> <li>✓ a large bag/rucksack which is capable of holding A4 folders and textbooks, writing equipment</li> </ul>	

\* Denotes compulsory item, available to purchase from the school uniform supplier only. All other items can be purchased from high street retailers and/or supermarkets.

## 5.1.5 Sports Kit

### Compulsory

- Black and white VX3 polo with Brixham College logo
- Black football style shorts with or without logo OR plain black mid-thigh shorts OR plain black skort
- Plain black football socks or black and white hooped football socks
- Sports trainers
- Shin pads and gum shield for hockey/football/rugby
- Long hair must be tied up with a hairband during PE lessons to prevent injury.

### Optional

- VX3 rugby top or fleece top with the Brixham College logo
- Light waterproof sports jacket

- Football or rugby boots
- Plain black tracksuit bottoms or plain black sport style leggings

## 5.2 Attendance and Punctuality

Brixham College is committed to broadening the horizons and improving the life chances of young people. We do this by increasing their opportunities and maximising their outcomes. We constantly strive for excellence: for all and in everything. Therefore, students need to be in college and in the classroom learning. Our college will actively promote and encourage 100 per cent attendance for all our students. Research suggests that students with less than 8 days absence are twice as likely to gain a grade 5 in English and Maths GCSE than those with more than 9 days of absence, and three times more likely than those with 18 days absence. (DfE)

Tutors have a key role in discussing attendance with tutees.

Staff will take registers accurately at the start of every lesson and challenge poor punctuality. Staff on duty will insist on students getting to their lessons promptly at the first warning bell – see Attendance policy on the website for more detail.

### 5.2.1 Punctuality Rules

Students should arrive on time for all lessons. The register will be marked as L if late and the late will be logged on Arbor. If a student is with a member of staff other than their timetabled teacher, the staff member must alert the receiving member of staff in order that punctuality data is accurate for all students. Students receive a detention if late to Tutor and if late to lessons. Students who are persistently late will be supported to improve their punctuality, such as being placed on tutor report card. Punctuality is celebrated in tutor notices each week and tutor groups are rewarded for the best punctuality.

Brixham College's full attendance policy can be found on the college website.

## 5.3 Equipment

All students are expected to arrive to college with the correct equipment every day. Tutors monitor this in daily tutor checks and teaching staff are expected to challenge lack of equipment.

Students should go to the right start office before 8:30am to borrow equipment if they are missing any and return at the end of the day. If a tutor sees that a student has missing equipment, they will be issued a detention.

- Parents/carers who require support to purchase equipment should contact the Head of Year team.

All members of the college community take responsibility for their own property and respect property belonging to others, including college equipment and buildings. Students bring personal items onto college property do so at their own risk. Students who bring personal items into college should make every effort to reduce the risk of theft whilst at college by keeping them well concealed. The college has no way of enforcing other parents/students to replace broken/stolen items.

### 5.3.2 Equipment List

- A large college bag which is capable of holding A4 exercise books, folders and large textbooks
- A pencil case
- Two black pens
- Two sharp pencils
- Two green pens
- Rubber & sharpener
- Ruler
- Glue stick

- Two highlighters
- Protractor
- A pair of compasses
- A calculator (purchased from Arbor)

### 5.3.3 Prohibited Items

The college publishes a list of banned items which should not be brought into college under any circumstances. Prohibited items include.

- Knives, other weapons, or could be used as a weapon
- Alcohol
- Illegal drugs and/or drugs paraphernalia
- Stolen items
- Tobacco, cigarettes or vape products
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the student)
- Fizzy drinks
- Aerosols
- Any item which disrupts effective teaching and learning
- Items of clothing not on the uniform list

### 5.4 Mobile phones and devices

**Brixham College is a mobile free college.**

**Mobile phones should not be seen or used at any point during the college day on college site.**

The way in which students relate to one another online can have a significant impact on the culture at college. Whilst the college recognises that interactions online can have a positive impact for students and can give them support in many ways, it is also clear that negative interactions online can hurt students, damage the college's culture and can lead to college feeling like an unsafe place. Behaviour issues online can be very difficult to manage, and online incidents occur both on and off the college premises. Students will be taught that even though the online space differs, in many ways the same standards of behaviour are expected online as offline, and that everyone should be treated with kindness, respect and dignity.

A mobile device includes all forms of mobile devices such as headphones, air pods and smart watches.

#### 5.4.1 Student use of mobile phones

Year 7-11

- The college prohibits the use of mobile phones/devices throughout the duration of the college day.
- Students are not to use a mobile phone on college site.
- Students who require a mobile phone to get to and from college are expected to have their mobile phone/devices turned off and in their rucksack/bag. This will reduce the temptation to use it on college site.
- No student in year 7-11 will be asked by a teacher to use their mobile phone/devices in lessons or tutor time.
- Students who have a phone visible in their pockets will have the phone confiscated, irrespective if it is being used or not

Sixth form

- Year 12 and 13 are allowed to use their mobile phones/devices in Sixth Form common room only.

## All students

- Students who use mobile phones/devices for medical needs, such as diabetics checking blood glucose levels, will be issued a 'medical pass' and will have it indicated to staff on Class Charts. All students in college will be educated about mobile phones potentially being used for medical needs.
- Students are educated about the safe use of mobile phones/devices through their Values lessons, assemblies and safeguarding tutor programme.
- Students using smart watches for purposes other than telling the time, will be treated as if it is a mobile phone and will be sanctioned in the same way.

## Tutors

- Tutors will share information from Arbor regarding sanctions and rewards that a student needs to know in tutor time so that mobile phones/devices are not required.
- Students will write their timetable in their student planner so that their mobile phone is not required.
- Tutors will periodically remind students to have their mobile phones/devices turned off in their bags, and to keep them concealed and not in their pockets.

## Parents

- Parents should ensure their child uses Arbor to access their timetable, positive merits, and detentions (day and times).
- Parents should ensure their child is using/accessing age-appropriate apps and content on their device.
- Parents should contact the college reception to pass information their child needs during the college day and not in lesson time via their child's mobile to ensure learning is not disturbed.
- Parents should refrain from taking calls/messages from their child during the college day so that staff can support students appropriately and students access support/resources they need to. If there is an urgent need to contact their child, they should phone college reception.

## Visitors

- Visitors are requested not to use their personal mobile phones on the college site. These should be turned off whilst in college.
- Visitors, including parents/carers, are not permitted to take photos/videos during any assemblies, events or performances as the college is unable to make sure photos are not edited, put on social media or have students who do not give their consent.
- College photographers will be treated as any other visitor and appropriate levels of supervision will be in place at all times.

### **5.4.2 Responsibility of mobile phones and other devices**

The college accepts no responsibility for theft, loss, damage, costs incurred or health effects (potential or actual) relating to mobile technology. This includes if they are confiscated. It will not always be possible for staff to investigate the loss of mobile phones and devices. It is the responsibility of the parent/carer to make sure that mobile technology is properly insured.

### **5.4.3 Confiscated mobile phones and digital devices**

If a student uses their mobile phone/devices inappropriately the mobile device will be confiscated. Students are expected to hand their mobile device to all members of staff that instruct this immediately. This will be logged on Arbor by the member of staff.

Confiscated mobile phones/devices will be handed to the office as soon as possible, including the students' full name, teacher initials and date.

Parents/carers will be required to collect the confiscated mobile phone from college themselves should this be a repeated offense. If a parent/carer is unable to collect, they can identify another adult to collect on their behalf. Mobile phones kept due to a parent being unable to collect will be held securely and locked away

If a student refuses to hand in a confiscated mobile phone/device, they will be sent to the Smart Centre, where they will be asked again to hand in their mobile phone/device. Parents will be contacted to come to remove the mobile phone. Further sanctions may occur should defiance of college rules continue. Students will be required to hand their phone in at the start of the college day or parents asked for their child to leave it at home.

## 5.5 Behaviour for learning

All members of the college community have the right to feel safe and secure at all times and all members of the college community have a responsibility to make sure that this is so.

### 5.5.1 Students will

- Be 'ready, respectful and responsible'
- Attend every lesson
- Be on time and be ready to learn
- Wear full college uniform with pride and have all books/equipment in their bag
- Enter the classroom quietly and be ready to engage with learning straight away
- Sit in the seating plan directed by the teacher or cover teacher
- Be polite and respectful to everyone
- Keep all learning spaces clean and tidy
- Follow presentation of work expectations
- Support the learning of others
- Be ready to answer questions and discuss when asked to
- Behave respectfully, including only talking when instructed and following the learning mode

### 5.5.2 Teachers will

- Follow the college lesson framework
- Threshold at the start of the lesson to help students meet expectations
- Ensure punctual starts: culture of 'first minute to last bell' having high value
- Ensure a calm and orderly environment which is essential for students to be able to learn
- Register students promptly in the first 10 minutes of the lesson
- Use a strategic seating plan which is regularly reviewed and updated
- Re-frame and re-set: avoid negative emotions in interactions with students
- Positively reinforce what good behaviour looks like
- Create a culture whereby challenging tasks are met with a growth mindset - 'worth doing because it is learning' and it is important to 'try'
- Ensure a culture of error: learners attribute success and failure to things they can change
- Promote learner motivation and celebrate success and excellent effort towards success; create a positive culture towards learning and making progress
- Use questioning effectively: students should expect to answer; take time to think; listen to others and have a go
- Use high expectation, high challenge and high trust: Everybody works, everybody answers, everybody learns
- High ratio of student thinking and participation
- Promote a culture of positive reinforcement that praises and rewards students when expectations are met
- Regularly use Arbor to record praise, reward and sanctions
- Issue sanctions fairly and consistently when expectations are not met.

## 5.6 Removal from the classroom (Smart Centre)

### 5.6.1 Purpose of the smart centre

Students and staff have a right to a calm, safe learning environment as well as courtesy and consideration. Removal of a student from the classroom is considered a serious sanction and is only used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If it is necessary, for serious disciplinary reasons, for a student to spend a limited time out of the classroom by the teacher, students will be sent to the Smart Centre.

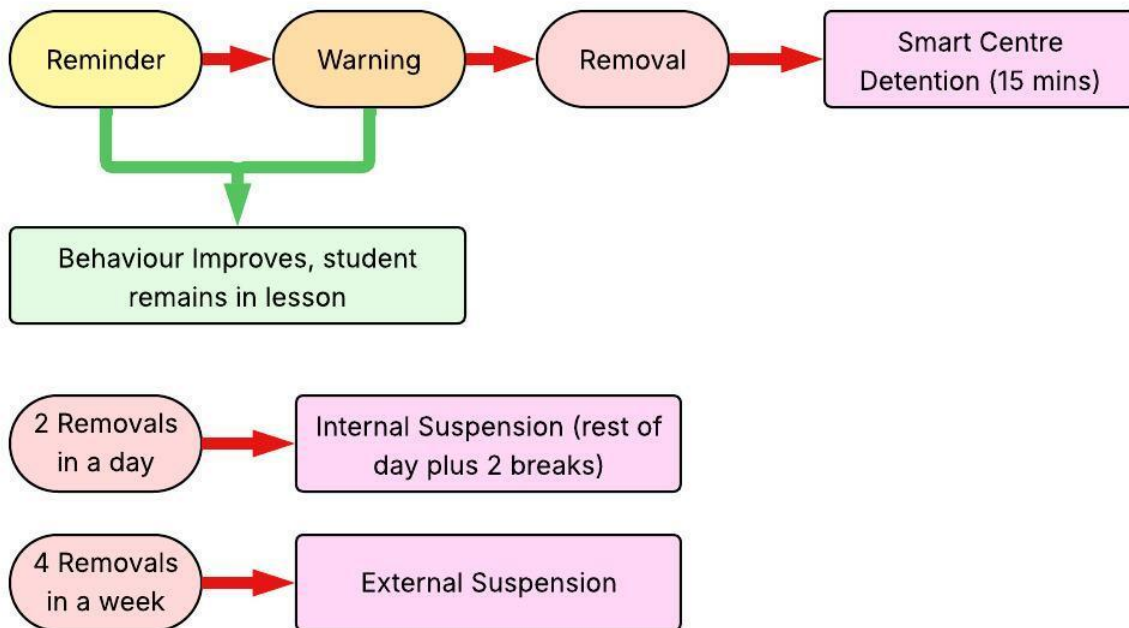
Teachers have a responsibility to remove students who continue to fail to meet college expectations despite the actions of the teacher to use behaviour strategies that seek to reframe and reset poor behaviour.

### 5.6.2 Sending a student to the Smart Centre

There is an established warning system before students are sent to the Smart Centre (Remind, Warn, Remove). Any reminder or warning is issued calmly and without confrontation using the language of care and reluctance - not punitive language. The tone is warm whilst strict and the student is sent out with reluctance and care. Where possible, the teacher will move the student in the classroom following a warning if the poor behaviour persists.

Students who fail to manage their behaviour are sent to the Smart Centre to reflect, seek a better frame of mind and return to their next lesson ready to learn.

The incident is logged immediately by the teacher on Arbor and the student's parents/carers are notified through Arbor and email.



### 5.6.3 Expectations in the Smart Centre

Students arrive at the Smart Centre where they are expected to demonstrate they are calm and composed to complete a behaviour reflection. The behaviour reflections help students learn to guide or 'self-manage' their behaviour to learn acceptable behaviour. It encourages students to reflect on their actions and the impact those actions have on themselves, others and the environment around them. This is the students' opportunity to have their voice heard. Students are encouraged to reflect on their behaviour, why it did not meet college expectations, the impact of their actions, how they can do better in the future and what they can do to correct the situation.

Students will continue to complete the remainder of the lesson completing work from Teams or paper-based work set by the department.

Students will complete work in a Smart Centre exercise book which remains in there.

Students receive a 15-minute detention for being sent to the Smart Centre which takes place in the next available break time from being sent or after college on the same day.

The member of staff that directed the removal from class is responsible for speaking with the student to have a restorative conversation following removing the student from their lesson. This is necessary to improve all students' ability to behave meeting high expectations to maximise their learning in the classroom. A restorative conversation allows the student to have their voice and to develop a positive relationship again with the member of staff. Students will reflect on how to behave, manage their behaviour next time and in that context for themselves. Restorative conversations should be positively focussed on what will happen moving forward. This may be prior to the next lesson or during if appropriate. Sometimes it may not be possible for a restorative conversation to happen prior to them returning to their next lesson. Thresholding at the door will act as a positive welcome to the classroom.

## **5.6.4 Sanctions for being sent to the Smart Centre**

Students directed to the Smart Centre receive a 15-minute detention.

Students who are sent to the Smart Centre twice in the same day will remain for the rest of that day and may be issued with a period of internal suspension.

If students are sent to the Smart Centre four times in the same week an external suspension will follow.

The Inclusion, SEND and Head of Year teams work with students and their parents/carers to investigate the reason for the behaviour and plan for improvement.

Persistent low-grade disruption or an incident of serious misbehaviour in Smart Centre will result in further sanctions and possibly an external suspension from college for persistently not meeting expectations.

## **5.6.5 Emergency Alerts**

If a student engages in one of the behaviours below an Emergency Alert is logged on Arbor and a member of the Head of Year teams or SLT on duty will attend.

- Refusal to go to the Smart Centre
- Aggressive physical or verbal behaviour
- Total defiance/refusal to cooperate with staff
- Any other challenging behaviour

The Inclusion, SEND and Head of Learning teams work with students and their parents/carers to investigate the reason for the behaviours that warranted an Emergency Alert and plan for improvement.

Sanctions will be issued for students whose defiance behaviour resulted in an Emergency Alert.

## **5.7 Damage to college buildings and facilities**

The college buildings and facilities are an outward expression of the pride students and staff feel for the college itself. Everyone is responsible for ensuring that there is no litter; that rooms are left tidy and clean, ready for the next people to use; that any damage/breakages are reported immediately. There is zero tolerance of graffiti.

Where there is intentional damage, or damage caused by careless behaviour, the consequence may include the person(s) responsible being asked to pay for the cost of repair or replacement and may also include community service in addition to a sanction.

## 5.7.1 Toilets

To ensure safe and appropriate use of the toilet facilities the following measures are in place:

- Staff will regularly check the toilets during break times and the college day
- There should never be more than one student in a single cubicle at any one time
- Students are required to use the toilet facility and wash their hands before leaving immediately
- Students should report misuse, damage or poor behaviour in toilet blocks immediately to a member of staff
- CCTV is used in the toilet blocks but not in view of the toilet facility

## 5.8 Movement around the college

### 5.8.1 Movement during lesson time

No student should be out of class without permission from a member of staff and no student should be out of class without their full uniform. Permission will be logged on Arbor and/or an out of class lanyard will be worn by the student. Teachers will also log a student's use of a 'Pass out of class' to indicate they are not in the classroom and for the receiving member of staff to know the student is expected. Sixth form students will wear a lanyard to identify who they are at all times.

Students should be encouraged *not* to leave lessons to visit the toilet. This is to ensure maximised learning time and to safeguard students who are not supervised leaving lessons. Only one student should be allowed out at a time, unless use of a pass out of class is used. If a student is allowed to visit the toilet, their absence from the classroom will be recorded on Arbor.

Students with a yellow or medical pass out of class will be given permission to leave the lesson for their appropriate use. The teacher will record the use of their pass out of class on Arbor.

'Pass out of class' are issued sparingly with good reason to support students through adjustments and interventions to help support and address their need. Sparingly issuing passes out of class maintains a calm, productive classroom free from disruption and interruptions. For example, this may include passes to inclusion, the sensory room, the SEND department. If a student uses a pass this will be indicated on Arbor, the student will have a physical pass and their absence from the lesson will be recorded. If a student is deemed to misuse a pass out of class, this intervention will be rescinded.

Classes moving around the college should always be 'crocodiled' by the teacher in order to maintain high levels of safety and ensure no disruption to any other classes' learning. Students should never shout or run as they move around the college.

### 5.8.2 Between lessons and break time

Students are expected to move sensibly and calmly around the college, keeping to the right and allowing others through doors as appropriate.

It is usual for staff and students to greet each other in the corridors: e.g. saying 'Good morning'. Staff encourage/praise students for being polite and courteous - opening doors, offering to help carry books etc. Good relationships are essential as they underpin achievement throughout college.

Students should not use mobile phones between lessons as the college is a mobile free college at all times. Students should use toilet facilities during their break times.

### 5.8.3 Break times

Break times are an important time for students to engage positively with each other. This is the opportunity in the day when students have the most freedoms and therefore should always be respectful.

Students should engage in active play and ball games in designated areas only and follow all requests and instructions from staff. Each year 7-11 have an allocated section of astroturf to use and year group colour football. Students must only use their year group area of astroturf. No food is permitted on the astroturf.

Most minor misbehaviour will be dealt with through a conversation with a member of staff and reminders about college expectations. Students should follow requests/instructions from any member of staff immediately and without question. For example, this could be to pick up litter; to leave the hall; to move to a named area; to remain with the staff member for the duration of their duty or breaktime.

If a student repeats a minor behaviour which does not meet expectations, ignores instructions from staff or misbehaves in a more serious fashion then the student should be sent straight to the Smart Centre. Staff will log this on Arbor as a 'Defiance'. If the incident is serious another member of duty staff should be called to assist. Duty staff wear a high-visibility jacket.

Poor behaviours that are considered serious enough to warrant a more serious sanction than losing the remainder of that break, the student may be issued a higher-level sanction such as community service, an after-college detention, SLT detention, break time detention, time in internal suspension, external suspension or permanent exclusion.

## 5.8.4 Outside of college premises

The college will sanction students for misbehaviour outside of the college to such an extent as is reasonable.

Where a student is involved in non-criminal poor behaviour and bullying which occurs off the college premises or online and which is witnessed by a staff member or reported to the college, the behaviour will be sanctioned in much the same way as if it were in college. When there has been witness to poor behaviour or reporting of it to the college, the reputation of the college is likely to have been jeopardised and a sanction for bringing the college into disrepute would likely to be an example of the reason for a suspension or exclusion.

Where a student is involved in suspected criminal behaviour the college will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented on CPOMs, and the college will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the college will work with the police to ensure any further action taken to sanction a student does not interfere or conflict with any police action taken. The college collaborates with local authorities and local transport companies to promote good behaviour on public transport.

Conduct outside the college premises, including online conduct, that the college might sanction students for include (not exhaustive) misbehaviour:

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

## 5.9 Allegations made against staff

All allegations made against staff will be taken seriously and investigated quickly in a fair and consistent way that supports the person who is the subject of the allegation as well as the student.

- Every effort will be made to maintain confidentiality while an allegation is being investigated.
- There is an assumption that staff have behaved reasonably unless or until proved otherwise. Suspension will not be used as an automatic response when an allegation has been reported.
- Allegations of a safeguarding nature regarding staff are reported to LADO. See Safeguarding Policy and Code of Conduct

- Disciplinary action will be taken against students who are found to have made malicious allegations against staff. A student who makes a false and malicious allegation may be suspended.

## 5.10 Anti Bullying

Brixham College is committed to providing a caring environment for all students so they can experience college life in a secure and safe environment. Bullying of any kind is unacceptable. If bullying does occur all students should be able to tell someone and know that incidents will be dealt with promptly and effectively according to these guidelines. Bullying can affect everyone, not just those directly involved, but also those who witness incidents. No one person or group whether student, staff or any other adult should have to accept this type of behaviour.

This policy, aimed at students, parents/carers, staff and governors, outlines types of bullying, how bullying can be recognised and the methods used to support victims in dealing with issues as effectively as possible. However, on occasions and at our discretion, it may be necessary to deviate from the policy, given the individual circumstances.

### 5.10.1 Definition of bullying

Bullying can be described as:

- Deliberately hurtful behaviour usually repeated over a period of time.
- An imbalance of power which often results in a person feeling unable to defend or protect themselves.
- A conscious desire to hurt another person placing them under stress/duress.
- Refusal to recognise responsibility for clumsy social interaction.

### 5.10.2 Types of bullying

Physical: -

- Punching, kicking, spitting, tripping, biting, hitting, pushing and any other uninvited physical contact and theft.

Emotional/Psychological: -

- Being deliberately unfriendly - ostracism - leaving someone out of conversation/activities, threatening gestures, tormenting, theft, hiding or damaging personal belongings, spreading rumours. Most students involved in bullying will experience emotional distress to some degree.

Verbal: -

- Spreading rumours, name calling, sarcasm, verbal threats (including messages sent by e-mail, text, social networking). Direct calls using mobiles or landlines including anonymous calls.

Cyber: -

- Unacceptable use of technology to intimidate, threaten, harass or frighten typically via email, texts, social networking sites eg Facebook, Instagram, Snapchat, mobile phone (including camera/filming facility) both on and off college premises and outside college time.

Child on Child abuse: -

- Harmful Sexual Behaviour: Sexually abusive comments, unwanted or inappropriate advances, gesture or contact of a sexual nature, gossiping about someone's sexuality, promiscuity
- Inappropriateness/invasion of personal space designed to threaten, humiliate or coerce. Inappropriate use of webcam/camera facilities, filming, sexting, altered images.
- Comments against pregnant students.
- LGBT (Lesbian, Gay, Bi-sexual, Transgender) related: Anything related to negative student perception of themselves and their sexual orientation including transsexuality and gender reassignment issues.

Racist: -

- Any action or remark about ethnicity, religion, culture, racist taunts, threats or gestures.

Gifted and Talented: -

- Negative references based on perception of high level of ability or effort regarding high
- Achievers.

SEND: -

- Negative stereotyping
- Students are excluded from activity or subject to discrimination
- Treated less favourably than others
- Physical/mental health issues leading to discrimination

### 5.10.3 Friendship issues and bullying

Bullying is not falling out between friends after a disagreement, quarrel or argument (though in some cases this can lead to bullying).

Bullying behaviour is not teasing between friends without intention to cause hurt.

Friendships are complex and occasionally there are changes to friendship groups that can be temporary or permanent. It is worth bearing in mind that some issues experienced by students are sometimes done without deliberate intention, that is a person has not realised how damaging their comments, use of language or actions have been.

### 5.10.4 Reporting bullying

Students who are or think they are being bullied should:

- Tell someone straight away 'If you want it sorted, get it reported'
- Be heard and understood
- Be proud of who they are – it's good to be an individual.
- Remember – it's not their fault.
- Try not to retaliate, this can make the situation worse.
- Be assertive and walk away.
- Be confident in the college's ability to deal with the situation.
- Keep a record of the incident.
- Be offered support during and after the incident to be helped to seek solutions and feel empowered throughout the process.

Observers, witnesses and bystanders should:

- Take action, keep yourself safe, get help.
- Not stand there watching, as this makes the person being bullied feel worse. It can appear that you are siding/encouraging the bully.
- Report what you have seen to an adult
- If asked to write a statement – be honest and clear.

Students who engage in bullying behaviour should:

- Be heard and understood.
- Be enabled to understand the other person's point of view or situation.
- Be helped to learn to behave in an appropriate way so no further harm is caused.
- Have learning programmes and opportunity to develop their emotional skills and knowledge (use of anti-bullying materials).
- Be aware of any necessary sanctions that may need to be imposed working in conjunction with parents/carers.

The whole college community should:

- Challenge any behaviour considered to be of a bullying nature.
- Be clear about the anti-bullying stance the college takes.
- Celebrate the success of our anti-bullying work.
- Ensure that all members of the college community understand their role in challenging and reporting bullying incidents and the rights of every individual to feel safe.

Parents/carers should:

- Take the initiative and remove/block platforms/technologies to protect their child from receiving continued bullying.
- Inform their child's tutor/Heads of Year of any concerns by contacting the college either on the phone or by email. If it is urgent a phone call is advised.
- Note any unusual behaviour and unexplained illness.
- Remain calm.
- Advise their child not to fight back or retaliate.
- Explain to their child that the situation is not their fault.
- Reassure their child that they will be listened to and supported.
- Play their part in regulating their child's behaviour when not on college premises or in college time including monitoring their child's use of social media.
- Recognise the impact that such behaviours have within the learning community.
- Work collaboratively with college staff to resolve any issues that impact on learning in a negative manner.

## 5.10.5 Educating and promoting antibullying messages

There are a variety of ways in which the college communicates its anti-bullying messages. This includes, (but is not exhaustive):

- Assemblies
- Tutors in tutor time
- Values curriculum
- All subject areas
- Student Voice/Student Council
- Inclusion, Heads of Year, LRC, SEND
- Designated staff including Tutors.
- Behaviour for Learning (B4L) processes and procedures
- Student Leadership – Prefects, Anti-Bullying team; Buddies.

## 5.10.6 Dealing with bullying

Instances of bullying vary immensely and are therefore dealt with on an individual basis, supported by evidence that is available. Where possible staff will endeavour to find first hand evidence that backs up the allegations, allowing the issue to be dealt with quickly and avoiding any further unnecessary distress for the victim.

Parents should be aware that mobile phones are frequently involved in matters relating to bullying and should consider removing mobile phones to reduce the risk of further bullying.

## 5.10.7 Guidelines for mediation and the tutor's role

- The member of staff witnessing or being told about the incident(s) will record all information on CPOMs promptly and thereby inform the student's tutor and the Heads of Learning.
- Bearing in mind the immediacy of certain situations, gather names of possible witnesses.
- Staff should be aware at all times of child protection issues.
- Confidentiality should not be promised.

- The tutor will then decide, as to whether the incident can be classed as bullying or not. If bullying is deemed to have taken place the incident will be passed onto Heads of Learning. Otherwise, it should be dealt with by the tutor.

When interviewing the student's staff will:

- Listen objectively to what is being said.
- Encourage students to share what they are feeling.
- Ascertain who has been involved, including bystanders.
- Discuss with the victim(s) what they would like to see happen and arrangements for the future.
- Offer coping/preventative strategies if appropriate.
- Discuss reparation/compensation if property has been damaged/destroyed.
- Set a realistic timescale for investigating and reporting back to the victim(s) if appropriate.

The following approaches may be used as appropriate:

- Trying not to apportion blame but rather approach the students in a non-confrontational manner with the emphasis on problem solving.
- Explaining you would like to talk to the student(s) as you are aware the student has been unkind to/causing problems for (name of victim). Asking the student(s) if they know how (name of victim) is feeling right now.
- Explaining that the bully(ies) bystanders are responsible for those feelings and this is not acceptable.
- Asking for suggestions to help the victim(s) feel better and to help solve the problem.
- If appropriate, arranging to see students again to see how things have improved.
- Inform relevant Head of Year
- Contacting the parents/carers of those students involved, if appropriate.

If the bullying persists the college should be informed, the initial strategy may be combined with other positive interventions and targeted actions such as:

- Peer mentoring
- Peer mediation
- Buddying
- A class/tutor group change after discussions with all involved
- Support from external agencies, e.g. NSPCC, Childline, Circle of Friends/Social Skills workshops
- Whole college anti-bullying week as the beginning of an on-going campaign
- The appropriate encouragement of peer disapproval
- Restorative work
- Counselling (where available)

Any sanctions invoked following the incident(s) will be in line with the college's behaviour policy. If necessary, by liaison/negotiation with Heads of Year/MLT: removal from a group; SLT detention; withholding participation in college events which are not an essential part of the curriculum; internal/external exclusion; Police involvement.

This Anti-Bullying approach references Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>) and all protected characteristics. At Brixham College no one person or group, including staff, should accept bullying behaviour.

## 5.11 Child on child abuse

Brixham College aims to reduce the likelihood of child-on-child abuse through;

- the established culture of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate Values (PSHE) curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- clear graduated response to incidents of Harmful Sexual Behaviours
- clear systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed; and

- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose child on child abuse and that, if they do, it is likely to be to their friends. Therefore, Brixham College also educates students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the college and what services they can contact for further advice.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the Designated Safeguarding Lead (DSL) using Brixham College's child protection procedures as set out in the Child Protection and Safeguarding policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL, advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the college will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

## 6.0 Praise and Reward

Students are encouraged to recognise that the greatest reward for hard work at college is the success it brings in examinations and in life. Normal college expectations not only equip students with the good learning habits necessary to reach their full academic potential but also the soft skills (attendance, punctuality, presentation, leadership and team-working etc) required by employers, universities and colleges.

In order to 'set the scene' for the promotion of the positive learning environment, students

- are punctual to lessons
- are dressed in full uniform
- are met and greeted by staff
- enter the classrooms as soon as they arrive and sit according to a seating plan
- take out all equipment and place it on the desk at the start of the lesson
- engage in the 'Do Now' starter activity while the register is taken

## 6.1 Rewarding conversations

Research both within and outside of the college has shown that students' preferred reward is to be told that they are "getting it right", therefore what is said and how it is said has a big impact on them. It influences how they perceive the relationship between themselves and the teacher, which in turn affects their commitment to learning. The following strategies are used by teachers in the college to help to create a positive learning climate.

Teachers will:

- Smile and use open body language as you welcome students into the classroom.
- Over time, teachers will try to notice and say something positive about every student.
- Make eye contact with students, especially when they are answering questions. Use polite language to model the tone of responses expected.
- Use students' names frequently in affirmative ways, for example "Tom gave two of the really important points in that answer and backed each with an example".
- Try to keep your voice pitched low and avoid shouting.
- Use praise frequently, but not indiscriminately. Reward progress towards and achievement of targets. Students value praise if it is clear that it is deserved.
- Encourage students to be supportive of each other, to listen and respond with respect. For example, by using structures such as "I agree with Tom that ... however I think that ..."

- Avoid putting students on the spot. Use strategies to ensure students feel 'safe' to answer - for example, extending waiting time (try to count to eight before expecting an answer); using 'think, pair, share'; prefacing challenging questions with "this is a really difficult question so I'm going to ask several people and then we'll construct a best answer together".
- Try to avoid telling students they are wrong. Students need to see mistakes as a vital part of learning.
- Avoid, "You're wrong again". Instead use, "You're a step nearer to the right answer". (Words like 'rehearsal' or 'trial' can be useful)
- Try to avoid appearing to blame students for their lack of learning.
- Avoid, "Put in bit more effort". Instead use, "OK, it's a little tricky at the moment. Which bit can't you do yet?"
- Other useful positive words and phrases:
  - When you finish... I know you can...
  - Which part didn't I explain well enough? I'm sorry, I should have made it clearer. What do we need to remember here?
  - OK, so you haven't quite mastered it yet.
  - Today you have a fantastic opportunity to show yourself how much you've remembered from the last module.
  - Your choice/you should make a good decision/That's right, isn't it?

## 6.2 Praise by tutors and Heads of Year

Daily, tutors celebrate tutees

- being punctual to tutor time
- bringing all their equipment
- having perfect uniform
- demonstrating any of the college values

On a weekly basis tutors award their tutees an 'Excellent Week' award on Arbor (10 merits) for:

- 30 or higher merits in the week
- zero negative events in the week

Tutors also award 'Excellent Punctuality Week' award on Arbor (10 merits) on a weekly basis for: zero late marks to lessons or tutor in the week.

Students will also be awarded for their leadership skills with Class Charts points. Examples of leadership responsibilities include:

- representing the college as a Sports Leader
- helping at a college event, such as an open evening, college performance
- being a student helper for the day
- being a sixth form ambassador
- mentoring students
- representing student voice in the college council - tutor group council, year group council and college council
- being a college prefect. Prefects are also awarded prefect ties and badges

## 6.3 Praise by subject teachers and teaching assistants

Teachers and learning coaches will celebrate students demonstrating any of the college values during lessons by awarding merits.

Students will also be recognised with merits for their:

- engagement in lessons
- handing homework in on time

- producing excellent quality homework
- punctual to lessons
- having all the correct equipment
- demonstrating excellent teamwork in lessons
- attendance at exam revision sessions
- taking part in student voice
- Star of the week

## 6.4 Arbor summit awards

All rewards are recorded on Arbor as follows and the points are totalled regularly for students to see. Teachers will record merits as close to the 'event' as possible. Awards link to our college values. Students receive certificates at milestones for total merits achieved each year.

## 6.5 Phone calls home

Phone calls home informs parents/carers of good work, effort and behaviour and establish positive relationships between staff and students. Staff aim at holding positive/negative interactions on at least a 9:1 ratio.

## 6.6 Postcards

These are used by all staff to reward the college values, outstanding work, effort, behaviour, citizenship and improvement.

## 6.7 Praise at break times

Duty staff will award merits when students demonstrate any of the college values. Students are also awarded for:

- picking up litter
- attendance at an extra-curricular club

## 6.8 Prestigious awards

Students may be nominated for specific awards in formal settings.

## 6.9 All Star Attendance Awards

All Star Awards - awarded to student who have  $\leq 95\%$  attendance in a half term with no missed lessons when in college.

Due to the sensitive reasons why a student may not have excellent attendance, through no fault of their own, it is important as a college we take care when celebrating excellent attendance. This is why we reset the All-Star Awards on a termly basis for attendance so that students who have had poor attendance are still able to feel they can challenge themselves to achieve one of these awards each half term. Where students are unable to achieve an All-Star Award, other awards can still be achieved.

The very nature of excellent attendance will mean that students are rewarded for their efforts, attainment and achievements. All students are also therefore, rewarded and praised for excellent punctuality. This is celebrated through weekly punctuality awards.

## 6.10 Tutee of the week

Students are nominated each week by their tutor for demonstrating college values

## 6.11 Subject awards

Subject awards are given to students each term for excellent achievement, excellent effort and excellent improvement.

## 6.12 Head of Year awards

This is a half termly award and acknowledges a student from each year group each half term for something that demonstrates our college values. It is a broad award which does not hold a set criteria but is open.

## 7.0 Sanctions

### 7.1 Detentions

There are systems for sanctioning poor behaviour in social time and after college detentions for poor punctuality; defiance and missed homework.

Detentions occur on a sliding scale of time duration to encourage students to take responsibility for owning their poor behaviour and addressing it quickly. After school and SLT detentions are typically held where there is access to computers so that students can easily make use of this time to complete missing homework or continue to study using online resources. These detentions happen at the end of the college day, starting when the student arrives at 15.00.

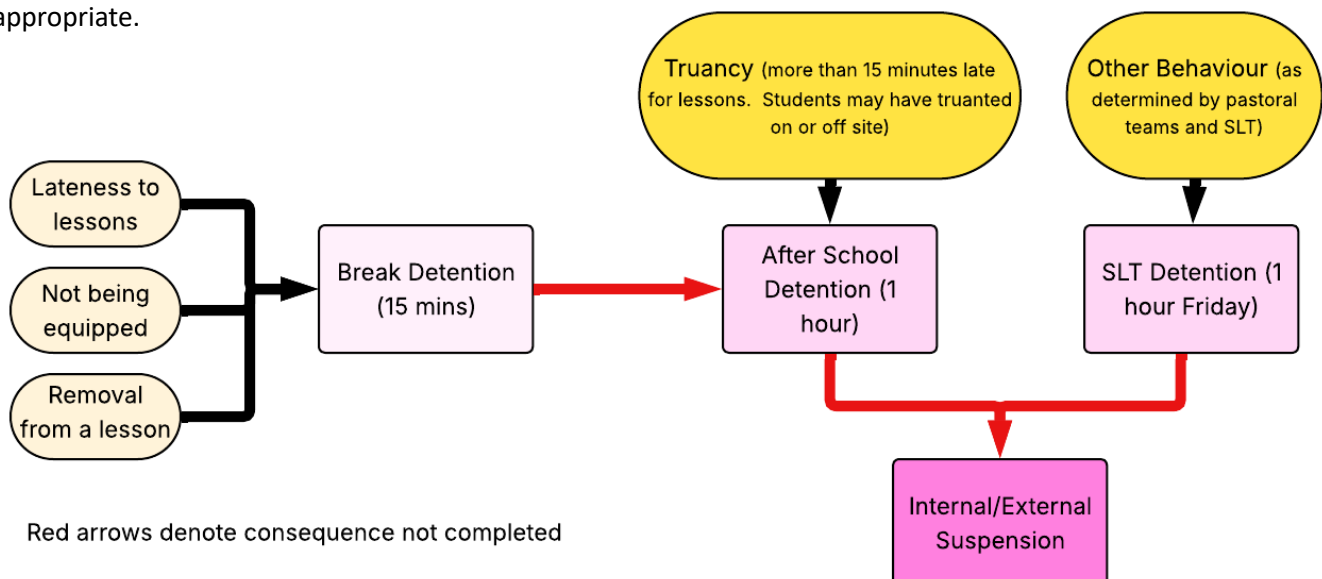
Break and smart centre detentions arising from P1-4 lessons occur at break times, unless escalated due to failure to attend.

Students who failed to attend a detention will be escalated up the sliding scale. Should a student fail to attend an SLT detention, they will be issued an internal suspension as close to the failed SLT detention as possible.

Detentions are communicated by the teacher to the student and are also recorded on Arbor so students and parents/carers can ensure that the student arrives at their detention.

Students are silent during detentions and should remain focussed on their work or reading during the detention.

Community service may be used as an alternative, which could include activities such as supporting the site team, working with the food or science technicians, or litter picking. This will be decided by Heads of Year and SLT as appropriate.



Any of these detentions may be substituted for community service, such as helping the site team, helping the food or science technicians, litter picking etc.

## 7.2 Use of suspension and exclusion

Brixham College has adopted the Department for Education Department for Education 'Revised behaviour in schools' guidance and suspension and permanent exclusion guidance: government response to consultation' July 2026 and the Torbay Council guidance.

Good behaviour in college is essential to ensure that all students benefit from the opportunities provided by education. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary. Suspensions and permanent exclusions are essential behaviour management tools for the college to establish high standards of behaviour and maintain the safety of our college community.

The college will endeavour to avoid repeated suspensions and permanent exclusions through use of supportive measures when available, these include for example the use of Inclusion support; pastoral care through Tutors and Heads of Year; counselling; working with parents/carers; Early Help; as well as other sanctions and the Smart Centre.

Under the Equality Act 2010, the college will make reasonable adjustments to any provision, criterion or practice to acknowledge our legal duty to make 'reasonable adjustment' to practice and policy for children with SEND/EAL and so they are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of the behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism.

Teachers will seek to identify the underlying cause of behaviour (for example unmet need) and put in place measures to address the cause, to prevent the behaviour from reoccurring.

Students and staff must be given equal opportunities, and education must meet the needs of all students. The protected characteristics are marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age. Internal suspensions will be recorded on Arbor which automatically informs parents/carers of the internal suspension taking place. This typically is in the Smart Centre, however, may also be with a Senior or Middle Leader or Head of Year in some instances. Students may also undertake an internal suspension at another local college, usually within The Thinking Schools Academy Trust when internal suspensions at Brixham College are not appropriate.

If the principal is to permanently exclude a student, they will, without delay, notify the local governing body, the CEO of the Trust and the local authority of:

- a permanent exclusion; external suspensions which would result in the student being suspended for more than five college days or more than fifteen days in a term; and suspensions which would result in the student missing a public examination

The process governors follow when considering a permanent exclusion will follow the statutory guidance: Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' January 2022 (<https://www.gov.uk/government/publications/school-exclusion>)

The behaviours listed overleaf (but not limited to) may result in an internal suspension (held within the college), and external suspension (student is required to remain at home) or, in extreme or repeated circumstances, a permanent exclusion. (This is a non-exhaustive list.)

## 7.3 External Suspensions

- When a student is externally suspended the college will notify parents/carers without delay following the decision.
- The college will seek to make phone contact in the first instance.
- A letter will be sent home to parents/carers outlining the reason for the suspension and the duration.

- A reintegration meeting is organised for when the student is due to return to college.
- Students are required to complete work using the college cover work accessed through the college website, which aligns to the curriculum in mainstream lessons.

## 7.4 Reintegration meetings

- Reintegration meetings are held on the return of the student to college. They are meetings involving the college, the student and parents. If relevant, other agencies may be also present.
- The college will consider what support is already in place and what support is required to help the student return to mainstream lessons and meet the expected standards of behaviour.
- Expectations of conduct on return to college will be explained in the meeting.
- A reintegration form will be completed and signed by the student, parent and college.

## 7.5 Permanent exclusions

Only the Principal can permanently exclude a student and in their absence, this falls to the Vice Principal.

For any permanent exclusion, the college will take reasonable steps to ensure that work is set and marked for the student during the first five college days when the student will not be attending alternative provision.

The Governing Body will be required to follow the latest DfE guidance and set up a Disciplinary Hearing to review the Headteacher’s decision to permanently exclude a student (<https://www.gov.uk/government/publications/school-exclusion>)

Prior to the hearing, the college will provide a body of evidence stating the reason/s for permanent exclusion. For more detailed information please see our Exclusions Policy.

## 7.6 Behaviours which may result in suspensions/permanent exclusions

(This is a non-exhaustive list.)

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Code	Suspension Code Descriptor
PA	Physical assault against an adult
PP	Physical assault against a student
VA	Verbal abuse/threatening behaviour against an adult
VP	Verbal abuse/threatening behaviour against a student
OW	Use or threat of use of an offensive weapon or prohibited item
BU	Bullying
RA	Racist abuse
LA	Abuse against sexual orientation and gender identity
DS	Abuse related to disability
SM/HSB	Sexual misconduct & harmful sexual behaviour
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
	Bringing the collect into disrepute
MT	Inappropriate use of social media or online technology
OTHER	Vaping / Smoking (Other serious breach)
OTHER	Malicious allegations against staff (Other serious breach)
OTHER	Missed detentions (Other serious breach)
OTHER	Discrimination / prejudice behaviour (Other serious breach)

## 7.7 Behaviours which may result in a permanent exclusion

This is not an exhaustive list, but examples of when a permanent exclusion from college will always be considered:

- supply of illegal substances
- possession of certain banned items on the college premises (e.g. weapons)
- violent conduct towards any member of the college community
- false and vexatious allegations towards members of the college community
- seriously bringing the college into disrepute
- persistent breaches of the college expectations when other interventions and sanctions have failed to correct behaviour.

## 7.8 Screening, searching and confiscating items from students without consent

Ensuring college staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps colleges establish an environment where everyone (staff and students) is safe. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Colleges and our staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working together to safeguard children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>). Keeping children safe in education (

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) makes clear that all college staff have a responsibility to provide a safe environment in which students can learn.

Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student he or she may be searched (clothing and bags as appropriate) by a member of staff with or without consent. Searches without consent should be carried out by staff of the same sex as the student being searched and the second member of staff will, if possible, also be the same sex as the student being searched. A metal detector wand may be used to aid students their right to expect a reasonable level of personal privacy.

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children's social care services.

Under common law, college staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Staff must be authorised by the Principal to conduct a search without consent. Currently the following staff are authorised to lead searches: Heads of Year, Pastoral Leaders and members of the Senior Leadership Team.

Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the college. Weapons, illegal drugs and extreme pornography will always be handed over to the police. The college will decide if and when to return other items.

Staff authorised to do so may use reasonable force to execute a search if deemed appropriate to search for any prohibited items.

Staff should record searches on CPOMs

- the date, time and location of the search;
- which student was searched;
- who conducted the search and other adults or students present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The college is increasingly working with, and having greater presence of community agencies in college, such as local police. Whilst they are present in the college and build up relationships with the college community, they may also be involved in searches and screening of students using their own resources, for example, a police dog, to ensure the safety and protection of our college community. The decision to use these resources will be made within the context of the wider local community and the priority given to identifying if prohibited drugs have been brought into the college community.

The college follows the DfE guidance for searching screening and confiscation.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## 7.9 Smoking and vaping

The college educates all students about the risks of smoking and vaping through assemblies, tutor time and subject curriculums, such as in Science and Values.

The college will make staff aware of what vapes look like and could be used to exploit the most vulnerable students as is the case with other age restricted products such as tobacco and alcohol. Students will be searched and scanned with metal detector wands for possession of smoking and vaping paraphernalia when suspected to be in possession. The college will ask where the student got possession of the smoking/vaping paraphernalia. Where the college has knowledge of vapes that have been purchased by under 18s, a complaint will be reported to trading standards. Where the college is informed that a student is addicted to smoking/vaping, they will advise the parents/carers to make an appointment with their GP and refer the student to the School Nursing Team.

Sanctions in loss of free time/internal and external suspensions will be issued to a student defiant of college rules. All confiscated vaping and smoking paraphernalia will always be disposed of.

## 7.10 Confiscation of a student's property

Students are asked not to bring items of value as the college does not accept liability for items damaged or lost whilst students are at college. College staff may, as appropriate, confiscate and retain or dispose of a student's property where the item(s) are banned or where their use is disrupting learning and/or good order.

Electronic devices such as mobile phones are dealt with specifically under separate guidelines. These are banned for use within college buildings unless individual permission has been given. See previous 'mobile phones'.

Confiscated items such as jewellery or non-uniform items of clothing are kept securely where it is possible to do so and may be returned to the student or the student's parent/carer within a reasonable timeframe. Staff will confiscate items that are not part of our policy, e.g. hooped earrings, hooped nose rings, jewellery, black logoed socks, hoodies. Full student name, teacher initials and date will be written on the envelope and handed to the Head of Year office or reception as soon as possible. Students will sign to confirm that they have collected the item(s) and that they understand the college uniform policy. Subsequent offences will result in the confiscated item(s) being required to be collected by a parent. Persistent offences will result in a consultation with parent/carer to put in appropriate strategies to support. For example, leaving the item(s) at home.

## 7.11 Use of reasonable force

The College is strongly against the use of force against students, and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The college and its staff will always endeavor to resolve situations without force and to manage any difficult situation calmly. Several of our staff are trained in Positive Handling and will be called upon if handling is needed. We follow the DfE guidance at all times [DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614442/dfes-000013-2019.pdf)

## 7.11.1 Terminology

For clarity, this policy will use the following definitions:

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in school.

## 7.11.2 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

## 7.11.3 Guiding principles

The decision on whether it is reasonable to use force and/or other restrictive interventions, depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive interventions are reasonable in a situation, the member of staff should use their professional judgement. Factors staff might want to consider include but are not limited to:

### **Necessary**

Staff will consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome. Staff will assess whether the use of reasonable force and/or other restrictive interventions is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the consequences of the behaviour that it intends to address. Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

### **Proportionate**

Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks. Staff will consider the personal circumstances of the student such as

medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

## **Student's welfare**

Staff will consider the impact on the student's overall welfare, balanced against any actions taken. For example, students who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of reasonable force and other restrictive interventions particularly distressing. Staff will seek to maintain respect for a student's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. Where possible, staff will clearly and calmly communicate to the student what is happening, why it is happening, and explain what the student needs to do. For students with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies will be used to ensure the student understands what is happening and has adequate time to process information and respond. Staff will seek to understand how the student is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped.

### **7.11.4 Application**

Using reasonable force in a school setting involves careful consideration of various factors to ensure the safety and well-being of students and staff. Here are the key practical considerations.

#### **Assessment of the Situation**

- **Immediacy of Threat:** Evaluate whether the situation poses an immediate threat to the safety of students, staff, or property.
- **Severity of the Threat:** Identify whether the threat involves physical harm, significant disruption, or damage to property.
- **De-escalation Attempts:** Ensure that all non-physical de-escalation techniques have been attempted and proven ineffective before resorting to physical force.
- **Reasonable adjustments:** follow all relevant guidance from student passport/risk assessment

#### **Proportionality and Necessity**

- **Minimum Force:** Use the least amount of force necessary to control the situation.
- **Duration:** Apply force for the shortest possible time to achieve the desired outcome.
- **Proportionate Response:** Ensure that the level of force used is proportionate to the severity of the threat.

#### **Training and Preparedness**

- **Staff Training:** Ensure all staff members are aware and understand the use of reasonable force and restrictive intervention policy and principles. All relevant staff will have enhanced training.
- **Refresher Courses:** Provide regular refresher training to maintain staff competence in handling such situations.

#### **Physical and Emotional Safety**

- **Avoiding Harm:** Take care to avoid causing unnecessary pain or injury to the student.
- **Emotional Support:** Be mindful of the emotional impact on the student and provide support following the incident.

#### **Legal and Ethical Considerations**

- **Compliance with Laws:** Ensure that any use of force complies with relevant local, state, and federal laws.
- **School Policies:** Adhere to the school's policies and procedures regarding the use of force.
- **Rights and Dignity:** Respect the rights and dignity of the student at all times.

#### **Documentation and Reporting**

- **Incident Reporting:** Document the incident in detail, including the circumstances leading up to the use of force, the actions taken, and the outcomes.
- **Parental Notification:** Inform the student's parents or guardians about the incident as soon as possible.
- **Review and Follow-up:** Participate in a review of the incident to identify any lessons learned and to plan any necessary follow-up actions, such as counselling or additional support for the student.

## **Debriefing and Support**

- **Debriefing Sessions:** Conduct debriefing sessions with the staff involved and the student to discuss the incident and address any ongoing concerns.
- **Support Services:** Provide access to support services for both staff and students affected by the incident, including counselling if necessary.

## **Environmental Considerations**

- **Safe Environment:** Ensure that the environment where the force is used is as safe as possible, minimizing the risk of accidental injury (e.g., removing obstacles that could cause tripping or falling).
- **Witnesses:** When possible, have another staff member present as a witness to the intervention.

## **Communication**

- **Clear Instructions:** Communicate clearly with the student throughout the intervention, explaining why the force is being used and what is expected of them.
- **Calm Demeanour:** Maintain a calm and controlled demeanour to help de-escalate the situation and reassure the student.

### **7.11.5 Use of reasonable force to search students**

Head teachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items. The decision to use reasonable force should be made on a case-by-case basis. Staff should refer to the [Searching, Screening and Confiscation in Schools guidance document](#) for detailed advice on searching a student.

### **7.11.6 Unacceptable uses of force**

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their holds or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

### **7.11.7 Seclusion**

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be always supervised during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'reporting and recording'.

Seclusion, as defined in this policy, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom to the smart centre or internal suspension.

## **7.11.8 Reporting and Recording**

Governing bodies of maintained schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded by the staff member(s) involved ***as soon as possible*** after the event and must be made in writing using a standardised form.

The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

## **7.11.9 Complaints**

If any complaints are raised regarding reasonable for or restrictive interventions the matter will be investigated using our complaints process. The school will initiate the investigation as soon as possible and report any findings back through the appropriate channels.