
MANAGEMENT OF BEHAVIOUR POLICY

Person(s) Responsible:	Mr J Cleary
Governors' Committee:	Student Welfare and Community Committee
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Status:	Statutory

UPDATED April 2026 to reflect the [Restrictive interventions, including use of reasonable force, in schools guidance](#) which came into effect in England on April 1, 2026.

This policy has been fully reviewed to take into account current legislation.

THE AIM OF THIS POLICY IS TO ESTABLISH A POSITIVE COLLEGE ETHOS AND PROMOTE EFFECTIVE LEARNING BY ESTABLISHING

- **Clearly stated expectations of what constitutes acceptable behaviour**
- **Effective behaviour management strategies**
- **Processes which recognise, teach, reward and celebrate positive behaviour**

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STATEMENT OF BEHAVIOUR PRINCIPLES

- **The Management of Behaviour Policy is understood by staff and students and underpins the guiding principles of the College of 'Believe Succeed', as well the College Values – Integrity; Aspiration; Perseverance; Achievement and Inclusiveness.**
- **The Governing Board supports the College in emphasising that violence of any kind or threatening behaviour will not be tolerated in any circumstances.**
- **The Management of Behaviour Policy explains that suspensions will only be used as a last resort, and outlines the processes involved in fixed term suspensions and permanent exclusions.**
- **Families are expected to be supportive in the management of behaviour to foster good relationships between the College and students' home life.**
- **Staff and volunteers set an excellent example to students at all times.**
- **Rewards and sanctions are used in a consistent manner by staff, in line with the relevant policies. This includes, when necessary, reasonable force.**
- **All students, staff and visitors are free from any form of discrimination.**
- **The College will maintain a zero-tolerance stance on discrimination or abuse of any kind.**
- **Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.**
- **Every student should display a positive attitude to College life by being present, punctual and remaining in the environments they are required to be in.**
- **Every student should feel comfortable to report issues when they occur (either when a victim or bystander) to either key staff or via relevant electronic platforms such as [ReportIt](#).**
- **Students are helped to take responsibility for their actions, through the restorative approach.**

Introduction

1. Governors' Statement of General Principles

Collingwood College insists on the highest standards of behaviour and traditional values of consideration, fairness and mutual respect to create an environment in which students are enabled to fulfil their potential.

The College's aims are to improve the outcomes for all students and to eliminate all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole College community. All students receive behavioural support according to their needs.

2. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

This policy also has regard to the Department for Education (DfE) guidance, including, but not limited to, the following:

- DfE 'Behaviour in schools' 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral unit in England including pupil movement August 2024

3. Code of Conduct

All students must follow a basic code of conduct as set out below:

I will:

- behave in a polite and considerate manner at all times, ensuring that at no time my behaviour compromises the health and safety of any member of the College community;
- attend registration and all lessons on time;
- have all necessary equipment, including ID Card, pen, pencil, ruler, eraser, calculator and different colour pen every day (Super 7), as well as any temporary additions required when instructed;
- wear the correct College uniform, and have a clean and tidy appearance;
- Show respect for the College, its community and environment by following all College rules.
- complete all my class work and home learning to the best of my ability and on time;
- report bullying, discriminatory or antisocial behaviour and refuse to take part in it;
- respect the environment of the College and its neighbourhood and help to keep it free from litter, graffiti and vandalism;

- ensure that my online activity, both in and outside College, will not cause the College, the staff, students or others distress or bring the College community into disrepute, including the uploading of images, video, sounds or texts.

4. Rationale

This policy outlines the underlying principles, aims and management of student behaviour at Collingwood College. It is a working document designed to enhance the development of positive relationships between students, adults working in the College, parents and other members of the wider College and neighbouring community.

It is the responsibility of all stakeholders.

5. Taking into account students with Special Educational Needs and Disabilities (SEND) and other vulnerable students

The College will take full account of SEND and any circumstances that affect vulnerable students.

Relevant factors will be taken into consideration when applying the College's behaviour policy regarding in particular: race, religion and culture; SEND, disability and the circumstances of other vulnerable students.

In connection with dress codes and appearance, the College takes appropriate account of the cultural and/or religious needs of particular students. In drawing up or reviewing our policies, we reach a sensible compromise between the practices of particular minority groups and the need to ensure the health and safety of all students, effective teaching and learning, the promotion of a strong, cohesive College identity and harmony between the different groups represented in the College.

6. Support for students

- We will identify as early as possible those students who require additional support and put in place a range of strategies to help them.
- We will work closely with external agencies to ensure that the needs of all our students are met.
- We work closely with our local schools to share good practice and resources through the Surrey Heath Behaviour and Attendance Partnership.

7. Who was consulted?

The policy is a result of continuous feedback from all stakeholders, whilst consistently auditing behaviour. It reflects current practice within the College and its design is to promote positive Behaviour for Learning in the classroom.

8. Relationship to other policies

This policy should be read in conjunction with all College policies including but not limited to the following policies: Anti-Bullying Policy, Child Protection and Safeguarding Policy, Special Educational Needs and Disabilities Policy, Transgender Policy, Drugs Policy and Learning and Teaching Policy.

9. Roles and responsibilities of stakeholders

The Governing Board establishes the policy for the promotion of good behaviour and keeps it under review.

The Principal is responsible for the College's policy and procedures and will delegate aspects of its day-to-day implementation and management to designated members of staff. The Principal ensures that stakeholders are provided with the opportunity to comment on the policy on an annual basis.

All Staff ensure the policy and procedures are consistently followed. Staff must model the behaviour and social skills that they expect students to use. Staff must support each other. Staff will challenge unacceptable behaviour whilst maintaining mutual respect.

Parents are consulted on the policy regularly and are kept informed through the College Prospectus, Newsletter and Home/College agreement of any significant changes to the policy. Parents are expected to support the College's policy in maintaining high standards of behaviour by signing the Home/College agreement. There are opportunities for parents to discuss issues arising from the operation of this policy.

Students must take responsibility for their own behaviour on and off the College site and report any instances of inappropriate behaviour.

10. Arrangements for monitoring and evaluation

The Governing Board and Senior Leadership Team (SLT) regularly monitor the pattern and frequency of behavioural incidents, rewards and sanctions. The policy and related procedures are also regularly reviewed.

11. Behaviour for Learning

The College regularly reviews its in-class literature on student expectations and this documentation aids managing behaviour. Any literature will be on display in every classroom and staff will be expected to use it to promote Behaviour for Learning in every lesson.

12. Rewards

It is essential to recognise and reward good behaviour. The College utilises a number of ways to do this:

Students meeting the College's high standards are rewarded accordingly. Praise points are allocated via Arbor for contributions to Collingwood and more specifically for individual effort in the various aspects of College life

Our reward system reflects the following principles:

- Students are verbally praised whenever appropriate.
- Form Tutors, Year Managers, SLT and other appropriate staff are informed of good work so that praise can be reinforced.
- Positive Behaviour points are issued for effort and for positive contributions to the College. At the end of each half term students can spend the balance of their praise points on high street vouchers, College passes or donate to charity.

- Work of students is displayed inside and outside teaching rooms.
- Names of students producing good work are systematically listed in the e-Newsletter, on the Plasma and subject / form notice boards.
- In corridors we have the 'Corridor of Success'. This includes framed photos of students who achieve national success (or the equivalent) hung on the wall to celebrate their achievements.
- Year Managers' commendations for those students who have achieved regional success or equivalent will be published on the website and in the newsletter, along with electronic versions of the corridor of success.
- Pastoral teams organise a termly 'celebration event' appropriate to the age of their year group for students demonstrating 'across the board' success.
- The College organises regular celebratory assemblies or yearly awards evenings to publicise outstanding achievement inside and outside of the classroom environment.
- Cumulative year based 'league tables' may be produced leading to small tutor group awards (early lunch, mufti day, cup, teddy, etc).
- College staff recognise outstanding achievement or work in yearly awards ceremonies.
- The Principal recognises outstanding individual achievement or resilience in half-termly red-carpet events.

Students are made aware of the variety of rewards they can receive by the Behaviour for Learning poster being displayed in each classroom environment.

13. Collingwood Reward System - Behaviour Points

Reason	Achievement (successful participation)	Positive Behaviour Points awarded
In Class	Outstanding work/effort	1, 3 or 5
Production	Participating in a Production	10
Perfect uniform	When spot checked	1
Open Evening	Helper	5
Faculty/College Awards Evening	Award Winner	10
Mentoring	Helping other students	5 per ½ term
Volunteer Helping College	e.g. litter picking, buddy	3 per event
Sports Teams	Regular Participation	3 per ½ term
Orchestra, Concerts, Art displays	Regular Participants	10 per ½ term
Attendance	Platinum	10 per reporting period
Attendance	100% / no lates full academic year	100 per year
Attendance	As above-2 nd , 3 rd , 4 th , 5 th year	Additional 100 per consecutive year
Effort	Platinum	10 per reporting period
College/ECO Council/Sports Rep	Participation	5 per ½ term
Student Leaders	Participation	10 per ½ term
Extra- Curricular Club member	80%+ attendance	10 per ½ term

'One off Special Event'	Sports Day, Carol Concert	10
County/Club representation	Sports, Music	10
National representation	Sports, Music	25
Principal's Award	'One off' special award	25
'Perfect record' award	Perfect record in half term	25
Library awards	Borrowing/reading awards	10 per ½ term
Student Receptionist	Participation	3
Attendance to revision Class	Successful Participation	5 per session
Student Librarian	Participation	3 per event
Library Homework Club Attendance	Participation	1 per 10 visits
Praise points will be distributed, and specific targets should be met for students to be allowed to attend special trips or events, such as Year 11 Prom.		

14. Sanctions

Sanctions are required to deal with inappropriate and unacceptable behaviour. The focus is always on the behaviour rather than the individual and group sanctions must be avoided. Please refer to Appendix 1 – Guidance/Protocol for investigating incidents that may result in suspension.

Sanctions for students are confidential and will not be disclosed with other stakeholders or parties involved outside of their family, whether that be other students and/or their parents. This would breach data protection and Department for Education guidance. Sanctions can be discussed in very broad terms (e.g. 'a serious sanction near the top of our tariff').

College sanctions include:

- 1) **A verbal warning:** Further continuation of the poor behaviour could then be deemed defiance and dealt with accordingly.
- 2) **An apology and/or community service:** Students can be requested to complete an appropriate amount of time serving the college community. This may be in the guise of a litter pick for example.
- 3) **Break time or Lunchtime Detention:** Low-level disruption where a student has accrued three red-line behaviours, poor behaviour or a student arriving late to a lesson will result in a break time (maximum of 15 minutes) or lunchtime detention (maximum of 20 minutes).
- 4) **After College Detention (ACD):** Will be given by staff and administered by a member of the department as per Departmental Policy. These detentions are given for failure to comply with simple College rules. Students being sent to the Reflection Room will automatically be issued with an ACD for the following evening. Usually, 24 hours' notice of an ACD is given, however in some cases students may be requested to remain after College on the same day. Parents will be informed of this. It is not a legal requirement that parents give consent once they have been informed of the detention. These detentions last for 45 minutes.
- 5) **A Pastoral Detention:** Is set for a variety of offences usually connected with behaviour outside the classroom. Pastoral detentions are administered/overseen by the Year Manager. This detention lasts for 45 minutes.
- 6) **A Same-day Detention** – May be set as a consequence of a student walking out of a lesson without permission. These will be communicated to home via the Pastoral Team and administered by SLT. This detention lasts for 45 minutes. This may only alter in the case of such an occurrence happening close to the end of the College day.

- 7) **In Lesson Inclusion:** If a student misbehaves in a subject lesson they may be withdrawn from future lessons in this subject and placed with faculty staff until their behaviour improves.
- 8) **SLT Detention:** If a student does not attend a 45minute sanction (HOD/Pastoral) detention, he/she will be referred to the Head of Department, Year Manager or Progress Leader, who will use their professional judgement to resolve the situation. Possible actions include resetting the detention, extending the period of detention to an SLT Detention which may well occur if the student has received reminders to attend to 45 minute detention, or issuing an Inclusion. These detentions are also used when 45 minute detentions are not modifying behaviour. These detentions last for 90 minutes. Students and parents are reminded about these detentions and when possible, students are collected by staff. Failure to attend an SLT Detention when in attendance to College results in an extended day Inclusion at the first available opportunity. Any students who fail to accompany staff who collect them for the SLT Detention receive 2 days extended inclusion as a sanction.

Inclusions and Suspensions/Permanent Exclusions

The College would always seek to find alternatives to suspensions and permanent exclusions and where possible avoid a student missing any of their usual lessons delivered by specialist teachers. However, in rare cases it is necessary for all parties concerned to issue an Inclusion or a Suspension. In all cases statutory guidance is always taken from DfE guidance referred to on page 3 and [Surrey County Council Inclusion Service guidance for schools relating to permanent exclusion and suspension from school](#).

This policy outlines the procedures that are to be adhered to when choosing to impose either. Inclusion and Suspension carry the same weighting when issuing sanctions at Collingwood. For offences that incur more than a 2-day Inclusion or any Suspension, a meeting with a parent/guardian will be arranged with a senior member of staff to discuss the behaviour before reintegrating the student back into their lessons. A follow up discussion may also take place with either Student Support Officer.

Inclusion: This is used for serious offences and/or when a student has received a significant number of SLT detentions. On the first occasion an inclusion will normally be until 3.05 pm with subsequent inclusions continuing until 4.40 pm. The student is placed in the inclusion centre and works on appropriate subject material for the duration of the day, including break time and lunchtime.

Inclusion (hosted by a partner school): Following 3 inclusions in a half term a student may be placed in the inclusion centre of a partner school for any further serious problems.

Suspension: The decision to issue a suspension is only taken by the Principal, or Head of Lower/Upper College acting on the Principal's behalf. These are imposed where there are serious breaches of the College's behaviour policy. Parents are always contacted and given full details of the incident(s) leading to the suspension. During the first five days of suspension parents are responsible for ensuring that their child is not in a public place during the College day. A Governors' Case Conference or Governors Discipline Committee may be held to review the incident(s) that led to the suspension.

Suspension hosted by a partner school: Should a student be suspended for more than 5 days the College makes arrangements for them to be placed, from day 6, into an inclusion area in a local partner school.

12-Week Directed offsite Provision (DoP): This provision may be arranged with a local school as an alternative to permanent exclusion. Such an arrangement is subject to agreement from all parties that this is in the best interests of the student. This arrangement is subject to a 12-week period of attendance at the host school', which, if successful may result in an in-year transfer to the school. Should there be a serious breach of rules at the host school the provision may be cut short.

Governors Disciplinary Meeting: A meeting with representatives from the Governing Board may occur when a student is at risk of permanent exclusion, at which Governors will reinforce the expectations of the College in an attempt change behaviour.

Permanent Exclusion: In extreme cases the Principal can impose a permanent exclusion. Such instances are very rare, and the College will liaise fully with parents and consult the Local Authority. A permanent exclusion may be the result of 'cumulative acts' of defiance and inappropriate behaviour or, in exceptional circumstances, for a single serious breach of the College's rules.

Following a suspension, a reintegration meeting with parents, students and Senior Staff is always held to ensure that all issues have been resolved.

15. Other strategies

Where appropriate the College uses Restorative Justice as an alternative to other sanctions. Restorative Justice is a proven method of successfully dealing with bullying, aggression or disruptive behaviour. Restorative justice involves perpetrators acknowledging their guilt, reflecting on the harm done, apologising to the victim and/or making amends. Students are also made aware of the right course of action should a similar situation arise in the future. All key staff are trained in Restorative Justice Techniques.

Additionally, senior staff may use target cards to monitor student behaviour. This involves subject staff signing the card at the end of each lesson to indicate progress against agreed targets and senior staff, and parents, checking progress.

The College will sometimes utilise the local community police officers in order to educate students about the errors made and the right course of action that should have been taken.

Detentions can also be given on weekends and any non-teaching days e.g. INSET days.

The College can direct a student to 'attend' off-site alternative educational provision if deemed necessary. This could be in the guise of an alternative location or via home-based distance learning.

Debit points will be deducted from students according to the behaviour type that has occurred. The more serious the incident the greater the deduction with a range from -1 to -15 behaviour pts.

16. Defiance

Procedure

- 1) Student refuses to comply with an instruction.
- 2) Staff member labels the behaviour as defiance, e.g. 'Are you defying me?' or 'Are you refusing to follow my instruction?' and the student has one more chance to comply. If the student then complies there is no consequence.
- 3) Should the student continue to defy the request, callout (departmental or in-lesson callout) will be requested. They will be required to leave (momentarily or for the remainder of the lesson depending on the importance/significance of the request) and kept in isolation for the remainder of the lesson. Should the student refuse to leave the lesson then they are likely to be included for gross defiance. Should the defiance happen at breaktime, the teacher will inform the student that the procedure will be followed through by the Pastoral Team.
- 4) The student will be called or accompanied to a detention for 45 minutes, on the appropriate day. Parents will be informed. Failure to arrive at detention will escalate the sanction.

- 5) Students with regular defiance issues will be escalated up the support and sanction scale.

17. Behaviour Outside College

Staff have a statutory power to discipline students for misbehaving outside the College's premises. This includes any misbehaviour when a student is taking part in College activities, travelling to and from College and when wearing College uniform or, in some way, can be identified as a student at the College. This power also extends to misbehaviour at any time that could have repercussions for the orderly running of the College, poses a threat to another student or member of the public or could adversely affect the reputation of the College.

18. Damage to College Property

In line with our Charging and Remissions Policy, charges will be made to parents by the College where damage results from a student's inappropriate behaviour. This is done on an individual basis.

19. Misuse of ICT or Technology in College

In line with the College's E-Safety and ICT Acceptable Use Policies, sanctions will be administered where students abuse the use of ICT or the College systems network in any manner. The College embraces all forms of technology that enhance learning. These include personal devices such as smart-phones and hand-held devices. However, the use of these is only permitted in classrooms with the teacher's permission to add educational value to the lesson. Failure to comply with the College's stance will result in confiscation of the device until the end of the College Day. Persistent misuse could result in individual cases of banning a device being brought into College.

20. Confiscation of inappropriate items

The Education and Inspections Act 2006 gives the College powers to confiscate property which is deemed to be inappropriate or unacceptable for students to have. The College has the right to determine when such items may be returned or if they will be disposed of.

The following items are **NOT** allowed; chewing gum, headphones of any kind, energy drinks, weapons or mock weapons, cigarettes (including e-cigarettes), matches and lighters, alcohol, corrective fluids, explosives, aerosol sprays and any illegal substance.

21. The Power to Search

The Education and Inspections Act 2006 states that the Principal, **and** staff authorised by them, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items include knives, weapons, alcohol, drugs and stolen items. In these cases, another adult is present during any search. College staff can also search students, with their consent, for any item that is banned by the College. In such circumstances the teacher requests that students turn out their pockets, bag or locker and hand over any item that contravenes College policy.

Schools have the authority to use a metal detecting wand to search for prohibited/banned items – they do not have to suspect that a student has a weapon. Handheld wands and other recognised metal detecting technology is permitted to be used.

When a handheld wand is to be used the same pre-search protocols will take place. Where possible the students themselves will conduct a self-search using the wand under the guidance and direction of the staff members. Staff will instruct the student in the use of the wand and monitor the progress throughout. Staff will consider the language that is being used when instructing students in the completion of the search and referring to the student's body/areas of the body.

Where it is not possible for the student to complete a 'self-search' e.g. due to SEN, disability etc, a member of staff can perform the search using the metal detector wand. A member of the senior leadership team or pastoral team will conduct this search, with a witness present. The same post-search procedures and support should be followed to ensure support for all involved is provided.

Failure to adhere to these requests will result in severe sanctions.

Should a search be requested by the Police the College will ensure an appropriate adult is present. In a similar fashion, if a student is to be escorted to a Police Station the College will send an accompanying adult in loco parentis until a parent/guardian can be present.

22. Controlled substances

In conjunction with other schools within the local area we use a saliva or breath test for any student we suspect is under the influence of controlled substances. This procedure is carried out by trained staff with senior staff support in line with guidance laid out in the College's Drugs Policy. These saliva/breath tests can detect the six most commonly used substances or alcohol within five minutes and will detect any use over a period of several hours prior to the test. Parents are contacted prior to such testing.

23. Bladed Implements

Definition

Possession of an article with blade or point in College:

Possession of any bladed implement in College is strictly prohibited.

Reporting Procedures: Police will be informed when the bladed implement or sharply pointed article exceeds 3 inches in length (7.62cm). In the event the article is a folding pocketknife the blade itself will be the determining factor.

INCIDENT REPORTING

If an immediate police response to an incident at the College is required, **dial 999**.

For example: a student has been detained in possession of a bladed implement on the premises and poses, or is likely to pose, a risk of:

1. Danger to life.
2. Use or immediate threat of use, of violence.
3. Serious injury to a person.
4. Serious damage to property.

When **there is not such an immediate risk**, the College should report incidents to the police non-emergency number by **dialling 101**.

Due to the serious nature of weapons possession and potential consequences, contact should be prompt in order that future risk is managed, and behaviour confronted.

When reporting incidents of weapons possession to 101, the College should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

The College will be asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

24. Sexual Violence or Harassment

KCSiE 2024 states that schools and colleges should operate a zero-tolerance policy on sexual violence and sexual harassment. The College recognises the seriousness of physical or verbal; online or face to face sexual abuse or harassment and will always take such allegations seriously involving the relevant authorities when or if required. The College's Child Protection and Safeguarding Policy outlines this in greater depth.

25. Restrictive Interventions

The Education and Inspections Act 2006 confirms the statutory power for teachers and other staff authorised by the Principal to use reasonable force or seclusion where appropriate. New statutory guidance on restraint and seclusion in schools, **Restrictive interventions, including use of reasonable force**, came into effect in England on April 1, 2026. A restrictive intervention includes physical, mechanical, and chemical restraint, plus seclusion. Seclusion is defined as isolating a student in a room against their will to prevent them from leaving. 'Reasonable force' can range from guiding a student by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent injuries occurring. 'Reasonable' means using no more force than is necessary. It is important to recognise that this can include secluding a student against their will and without physical contact (e.g where an adult gets in between two students to prevent a physical occurrence).

Examples of such actions are stopping a student:

- from committing a crime
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to the maintenance of good order and discipline at the College where proportionate

All such instances should be recorded on the College's **Restrictive Intervention Form (Restraint or Seclusion)** when there are such occurrences.

26. Disciplinary Tariff

- Suspensions may be followed by an interview with parents and senior staff.
- Following the first suspension, students and parents will be invited to a meeting with a member of senior staff.
- Repeated acts of anti-social behaviour may lead to permanent exclusion.
- Repeated offences may lead to greater sanctions than those recorded below.

27. Categories and Sanctions

1	Permanent exclusion
2	6-45 day suspension
3	5 day suspension plus up to 5 day inclusion

4	1-4 day suspension followed by parental interview with senior member of staff
5	1-3 day inclusion / 1-3 day 'extended' inclusion
6	Placement in inclusion centre of a local partner school
7	SLT Detention
8	Meeting with parents and Principal/Senior Staff
9	Placement on Report – to Form Tutor/Year Manager/Progress Leader/SLT
10	Standard Detention
11	Placement on Report
12	Subject inclusion – removal from lesson(s)
13	Break/Lunchtime Detention
14	Behaviour Point

OFFENCE	SANCTION CATEGORY/RANGE
Violence to staff (intentional)	1 (regardless of past record)
Violence to staff (unintentional)	1-5
Threat of violence to staff or student	1-4
Substance Abuse	1-5
Illegal substances – possession/supply	1-3
Violence to students Unprovoked/premeditated Other types (depending on seriousness)	1-5
Sexual abuse or assault	1-5
Other sexualised behaviours	1-5
Sexual Violence or Sexual Harassment	1-5
Theft – from students/College	1-5+ full restitution
Malicious damage	1-5 + full restitution (full cost + admin/labour charge)
Malicious allegations	1-5
Other Substances – Alcohol, distribution and/or sharing of	1-5
Bullying	1-6
Fire Alarm	1-3
Dangerous behaviour including fire raising	1-5
Possession of offensive weapons (including improvised), sharp/bladed implements threat to cause harm	1-2
Possession of offensive weapons (including improvised), sharp/bladed implements	1-5
Defiance	Verbal Warning – 5
Discriminatory language	2-5
Foul/Abusive language to staff	3-5
Foul/Abusive language to students	5-9
Smoking in College Uniform (including vapes/e-cigarettes)	4-6
Swearing	5-13
Disruption in class	3-13
Failure to meet Home Learning deadline	10-15
Poor ATL in lesson	10-15
Abuse of IT equipment; internet	1-9
Taking/distribution of inappropriate images	1-5
Taking of photos or filming of staff without permission	2-5
Failure to meet Home Learning deadline	10-15
Poor Attention to Learning (ATL) in lesson	10-15

Abuse of IT equipment; internet	1-9
Failure to comply with reporting arrangements	3-9
Sent to Reflection Room	11
Sent to Reflection Room twice or more in a day	5
Sent to Reflection Room twice in a week	7
Accumulation of SLT detentions from Reflection Room detentions or sent three times in a week	5

Misbehaviour in inclusion centre	4-5
Failure to complete inclusion	3-4
Leaving site without permission	5-8
Offsite without permission (repeated)	4-7
Failure to attend 45 min detention	7-10
3 SLT detentions	5
3 inclusions in any half term	6
Inappropriate behaviour in the community, including bringing the College into disrepute	1-12

Notes

1. Where a range of sanctions is shown colleagues may exercise discretion where appropriate. Examples are:

- (i) Previous disciplinary record of the student;
- (ii) Seriousness of the offence;
- (iii) Demeanour of those involved;
- (iv) Persistent offending of this nature.

2. All 'criminal' offences should be referred to the Senior Leadership Team and may result in an interview with the relevant authorities.

Cases involving fire or fire brigade call out or false alarms may result in an interview with a fire officer.

3. Community service during lunch or after College may be imposed to supplement the categories listed above.
4. All student statements of those involved should bear the students' names and form, be signed by the students and dated. If a typed statement is necessary, all reference to names other than that of the person in receipt of the sanction will be removed. Original statements will only be made available to staff and Governors on a strict need to know basis. They will not be available to other students or parents other than those of the student who has written the statement.
5. Cases of restitution involving College property should be notified to the Finance Office for issue of invoices.
6. Permanent exclusion will be seriously considered for a "one off" incident, for example:
 - (1) Serious actual or threatened violence against another student or member of staff
 - (2) Sexual abuse or assault
 - (3) Supplying drugs or repeated drug related misdemeanours
 - (4) Carrying an offensive weapon
 - (5) Seriously compromising health and safety of staff and/or students
7. Inclusion may be substituted for suspension at the College's discretion.

Students are made aware of the sanctions they can receive by the Behaviour for Learning poster displayed in each classroom environment.

28. In Lesson Support Systems

For subject teachers the following strategies and procedures should be used to deal with problems during a lesson:

Subject staff should attempt to deal with any behavioural problems themselves by use of a range of approaches/sanctions in conjunction with the Behaviour for Learning Rewards and Sanctions poster and the No Learning Wasted Initiative.

Reflection Room – No Learning Wasted:

A student must be sent to the Reflection Room if they break one of the three red line behaviours three times in one lesson.

The three red line behaviours are:

1. Failing to follow instructions
2. Disrupting the learning of others
3. Failure to attempt the work

Process:

1. Student Name written on the board.
 2. A tick and sanction (BT/LT).
 3. A 45 min After College Detention will be set.
- If a student breaks any of the 3 red line behaviours of failing to follow instructions, it will result in them being sent to the Reflection Room.
 - **Lateness and use of phones are not a reason to send a student.** Students cannot be sent to the Reflection Room in the last 10 minutes of the lesson.
 - Staff will be clear to students in their class of what behaviour is unacceptable. The student's name should be written on the board for a first reason, a tick put against their name for the second reason, and a second tick put against their name for a third reason which results in being sent to the Reflection Room. The College realises that this isn't possible in every classroom situation so verbal warnings can be given. It will be made clear with the student about what part of their behaviour is unacceptable.
 - Staff will give students time to process a warning before issuing another and will not give a tick/warning for asking why they were given the previous one.

Should they be sent to the Reflection Room, they will be expected to do a 45 minute after College detention the following day where a discussion with the class teacher will take place to address the behaviour. If a student is sent twice in one week, they will be issued an SLT detention. If they are sent three times in a week, they will receive an Inclusion.

Other strategies to manage behaviour in lesson can include.

- Discussion with student
- Communication to Parents
- Change seating plan
- Targeted use of the Behaviour for Learning Rewards and Sanctions poster
- Parents contacted

Support can be gained from colleagues whereby there is an agreement for students causing concern to be placed in another class for the duration of the lesson and then appropriate action taken following this. Such a 'buddy system' is used very effectively by many staff.

If the behaviour is more serious than the three red line behaviours, then the Department Emergency Call Out System should be implemented. (All staff should have a copy of their Emergency Call Out System).

The on-call person will take appropriate actions. If this person is teaching they may take the student into their class to complete the set work, or to arrange for students to be accommodated in another class, and then assist with the problem at the end of the lesson.

Strategies might include:

- An apology to original teacher and commitment to accept sanction.
- HOD detention.

Only if all these strategies have been followed and behaviour is not modified will the relevant Year Manager, Pastoral Assistant or Progress Leader be called. This is an urgent situation with the student failing to follow instructions by two members of staff or the emergency alert button will be used on Arbor.

For very serious incidents, Year Managers will liaise with the SLT.

By adopting such a system, we will ensure that more behavioural issues are dealt with at the appropriate individual/department/faculty level.

Accumulation of Reflection Room sanctions will result in the following tariff being implemented.

Reflection Room Tariff

Number of Referrals	Sanction
1 in a week	45 minute Detention with teacher
2 in a week	Senior Leadership Team detention
3 in a week	1 day inclusion
10 +	Parental Meeting with Year Manager & 2 days included
20+	Parental Meeting with Progress Leader & 2 days included
30+	Parental Meeting with Senior Assistant Principal (Student Development) & 2 days included
40+	Parental Meeting with Joint Senior Assistant Principal (Behaviour and Student Development) & 2 days included & 1 day suspension
50+	Parental Meeting with Head of Lower College & 2 days included & 1 day suspension
60+	Parental Meeting with Head of Upper College & 2 days included & 2 days suspension
70+	Parental Meeting with (Acting) Principal and 2 days included and 3 days suspension
80+	Governor meeting with a 5 day sanction and direction to Alternative Provision

29. Uniform Procedures

Refer to the Uniform Procedures in the College Uniform Policy

Sanctions/Rewards

- Each recorded uniform infringement on Arbor will register as a negative score of 1 point on a student's personal record.
- After three recordings a student will receive a uniform detention. Subsequent infringements will result in further stronger sanctions.
- After three infringements for inappropriate skirt length the student may be required to wear trousers adhering to College uniform guidance for the remainder of the term/year.
- Regular checks will be administered by Form Tutors, with praise points added to a student's personal record if they are found to be in perfect uniform.

We will continue to work closely with parents, where there are financial problems, but this system will ensure that 100% of students can wear the correct uniform every day.

Uniform: What is/is not permitted

Refer to Appendices A – C in the Uniform Policy

30. Electronic Devices Protocol

(Mobile phones, smartwatches, etc)

- Electronic devices are not permitted to be used in College buildings between 8.25 a.m. and 3.05 p.m., unless authorised for teaching and learning purposes at the discretion of the member of staff.
- Electronic devices must be turned off and stored in students' bags (not in pockets) while on site.
- Wires and headphones must not be used when inside the College grounds unless instructed to do so at the direction of a staff member.
- Smartwatches should be used for time purposes only. Should they be used for communication purposes as a substitute for a mobile phone they will be confiscated.
- If an electronic device is seen or heard during the College day it can be confiscated.
- When electronic devices are confiscated by the staff member, they can be collected from the reception/front office (in the building the item is confiscated) at the end of the College day. Repeat wrongdoers will receive a range of sanctions, which could include a longer period of confiscation.
- Electronic devices including Smartwatches are NEVER allowed in examination rooms.

31. 6th Form – Code of Conduct

Sixth Form students are issued with a 'Sixth Form Policies and Procedures Booklet' at the start of the College Academic Year, which is available on request.

Students and parents must read this documentation and return their signed Code of Conduct agreement and abide by the policies and procedures which is then countersigned by Personal Tutors.

APPENDIX 1

Guidance/protocol for investigating Incidents that may result in suspension

Such as

- Violent incidents or where physical contact has been made including of a sexual nature
- Sexual harassment or Child on Child Abuse
- Substance abuse or suggestion of
- Bringing the college into disrepute
- Gross Defiance of extreme nature.

Rationale: Why?

- Consistent approach across all year groups.
- Addresses the sense of fairness and parity

Staff who may be involved

- Year Manager (YM)/Pastoral Assistant (PA)
- Safeguarding Team
- Progress Leaders (PL)
- Senior Leadership Team (SLT)
- Head of Department (HOD)

Staff Procedures

Investigation: Protocol and Timeline

• Immediate Actions

- Check if anyone is hurt and where they get treatment for any injured party
- Separate students, preferably house them under supervision in office/s
- Take initial statement from individuals involved asking to name witnesses, in serious incident witnesses may also be asked for immediate statements
- Contact home of aggressor/victim. This is merely a courtesy call to notify them that we are investigating the incident and we will get back to them within two working days. *(Be aware of both parents needing to be notified in the event of parents being separated!)*

• During the Investigation it may/will be necessary to:

- Take statements of necessary third parties. This should where possible be a balanced view of 'both sides'.
- Seek and/or view CCTV footage where possible (if very serious seek this immediately)
- Record pertinent information including photos of any injuries suffered
- Seek PL/Assistant Principal (AP) recommendations regarding sanctions
- Act upon sanctions decided immediately. These invariably prevent students being in circulation.
- Potentially isolate student and prevent them being in circulation the following lesson/day
- Inform students of sanction
- In serious cases, include the students pending further investigations.

- Always consult with Head of Upper College or Principal to ensure they are content with recommendations.
- Feedback to home as early as possible after the decision. If a decision has been made this **MUST NOT** be left to the following day. On the occasions where you are unable to please refer to your PL or AP. In the event of being unable to speak to parent in person, please leave a message and send an email referring to the message. With more serious incidents make notes of the initial conversation that has taken place between the College and the parent, so that it can be accessed if required.
- Conduct any restorative justice that may be required with parties involved at the earliest juncture possible post-sanction.

- **Concluding the incident**

- Ensure that the email/paperwork is sent to relevant office staff regarding inclusion or suspension and Attendance Manager is informed (Paperwork can be accessed via the Principal's Personal Assistant).
- Be aware of 'meeting status' of student. Who is next in line for the re-integration meeting?
- Have necessary copies of statements ready for senior staff if you are not attending or are unable to attend the meeting.