



BASSINGBOURN
VILLAGE COLLEGE

Behaviour Policy

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Section 1: Policy scope and aims

At Bassingbourn Village College we know all our students as individuals. We provide a wide variety of opportunities and experiences through a personalised curriculum and support. We ensure rapid and sustained progress within a kind, caring and close family environment. We nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

Our three values are key to our college culture:

Responsibility - for yourself and your actions

Respect - for ourselves, each other and our environment

Resilience - for ourselves to work hard to improve

<p style="text-align: center;">Respect</p> <p style="text-align: center;">Compassion, kindness, understanding, empathy and inclusion.</p> <ul style="list-style-type: none"> We show respect to everyone in our college; we always allow others to learn. We are calm, polite and obviously kind every day. 	<p style="text-align: center;">Resilience</p> <p style="text-align: center;">Having high aspirations, perseverance and willingness to fail and try again.</p> <ul style="list-style-type: none"> We complete every task and activity to the best of our ability. We embrace challenge and take every opportunity to improve. 	<p style="text-align: center;">Responsibility</p> <p style="text-align: center;">Excellence in all we do</p> <ul style="list-style-type: none"> We show a positive effort and attitude in all that we say and all that we do. We arrive on time and are always ready to learn.
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This policy outlines the rules, standards and expectations of behaviour for students attending Bassingbourn Village College (BVC). It lists the rewards used to promote good, pro-social, behaviour and the Consequences adopted in the event of any poor and unwanted behaviours. The Behaviour Policy underpins the aims and vision of the college, and aims to foster a safe and warm college environment in which all students can belong and can thrive.

The college approach to behaviour management is underpinned by a therapeutic, restorative approach. This policy outlines the purpose, nature and management of behaviour in our college. Key to this approach is all staff teaching our students our values and behaviour expectations, with all staff taking responsibility for growing 'internal discipline'. The aims of this policy are:

- To develop a culture whereby students are able to self-regulate their behaviour and learn the reasons why behaving in a particular way is conducive to learning;
- To ensure the BVC is a safe and supportive college where all members are shown respect and show respect for others;
- Develop a positive college culture where there is ongoing praise, recognition and rewarding of good behaviour;
- Secure a consistent approach to behaviour management where Consequences are applied fairly and consistently;
- Define what we consider to be anti-social behaviour, including child-on-child abuse;
- Ensure Consequences are combined with a restorative approach that seeks to develop and maintain positive relationships, and to support students to modify their behaviour.

The policy applies to all members of the college community, including the Principal, the Leadership Team, all teaching and non-teaching staff, volunteers, students and families.

This policy always applies during the college day, whether students are in the college building or offsite. It applies when students are travelling to and from the college, wearing college uniform (including on trips and visits), representing the college in their own clothes or otherwise identifiable as a member of the college. The college may also discipline students, if their behaviour 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.

This policy should be read in conjunction with the documents listed in Section 10. Throughout the policy reference to our data management system is made; this is called Bromcom.

Section 2: Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024;
- Searching, screening and confiscation: advice for schools 2022;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024;
- Use of reasonable force; advice for headteachers, staff and governing bodies.
- SEND Code of Practice.

Section 3: Roles and responsibilities

3.1 The Governors are responsible for:

- Monitoring and evaluating the impact of the policy.

3.2 All leaders are responsible for:

- Establishing a positive college ethos and environment that is happy, safe, secure and well maintained;
- Ensuring that no student will be discriminated against by race, religion, culture, gender or other individual need or characteristic;
- Ensuring the safety of all;
- The effective monitoring and reviewing of behaviour throughout the college;
- Regular training, on a whole college basis and for individuals both as part of the induction process and as part of individual training needs.

3.3 All staff are responsible for:

- Using positive behaviour techniques to encourage socially responsible behaviour;
- Recognising and valuing the needs of individual students to enable them to achieve their full potential;
- Enabling students to take an increased responsibility for their own learning and conduct;
- Implementing behaviour guidelines using the college system for rewards and consequences, taking consistent and firm action to prevent one student from taking away another student's right to learn or feel safe;
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping parents informed and attending meetings when requested;
- Using the college management system to record rewards and consequences regularly, in line with the policy.

3.4 Parents are responsible for:

- Accepting, contributing to and supporting the college values and policies;
- Agreeing to and signing a home-college agreement when their child joins;
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the college well informed about situations at home that could affect their child's behaviour and attending meetings when requested.

3.5 Students are responsible for:

- following college rules and modelling our college values;

- taking responsibility for the college environment and for their own learning and behaviour;
- taking responsibility for their own actions knowing the consequences they will have;
- showing respect for each other, for each other's property and resources as well as the college property;
- taking a pride in their learning, actions and appearance;
- valuing each other's opinions.

Section 4: Rewarding positive behaviour – positive point/merit system

- At BVC we recognise that praise and reward are powerful motivational tools. As such, all staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them, linking these behaviours to our values of Responsibility, Respect and Resilience.
- We reward students for displaying positive behaviour in lessons, academic achievement, for their independent work, community and extra-curricular contributions (Table 1). Parents can use Bromcom to track their child's merit points.
- As students accumulate positive merit points, they will progress through the college Reward Stages (Table 2).
- All points contribute to the whole college points totals for the respective houses.

Table 1 - BVC Positive Points (this list may be adjusted and added to throughout the year as more opportunities arise)

Positive Behaviour	Merit Points	Frequency
Being equipped for learning, being smart and wearing the uniform with pride, prompt arrival to lesson, calm and purposeful transitions, following instructions quickly, smiling and positive contributions, politeness and empathy.	Verbal praise and thanking the student for their positive behaviour	Each day
Excellent LEARNING : Listening Explaining your points and verbal contributions Asking and answering questions Reading with confidence Neat presentation and standards of work	1 merit (Maximum of 3 points per student per lesson)	Each lesson (names on Recognition Board)
Excellent effort	1 merit	
Excellent classwork	1 merit	
Completed homework/excellent homework	1/2 merits	
Supporting others in their learning or excellent team/group work	1 merit	
"Star of the Lesson"	2 merits	
Champion Award (can be awarded at any time by any member of staff)	5 merits	As appropriate
Community recognition (can be awarded at any time by any member of staff)	5 merits	
100% attendance weekly points (centrally awarded)	2 merits	Weekly
Extra-Curricular Recognition Award	2 merits	At the end of each half-term (certificates presented in the final awards assembly of the half-term)
100% attendance for the whole half-term (centrally awarded)	10 merits	
Half-termly subject certificates of achievement	10 merits	

Achievement Leads awards (displayed each half-term on the Achievement Lead Boards)	10 points	
Senior Team Award (awarded each half term)	20 points	
Principal Award (awarded each half term)	20 points	
Outstanding Attainment Award (each year group)	30 points	At each data point (certificates presented in assembly)
Outstanding progress Award (each year group)	30 points	
Outstanding Citizen Award	30 points	At the end of each term (certificates presented in the final awards assembly at the end of term)
Outstanding Contribution Award (no negative points all term)	30 points	

Table 2 - BVC Positive Point Stages

Reward Stage	Positive points	Reward and Recognition
Reward Stage 1	50 Points	<ul style="list-style-type: none"> • Postcard home
Reward Stage 2	100 Points	<ul style="list-style-type: none"> • Letter home from the Achievement Leads
Reward Stage 3	200 points	<ul style="list-style-type: none"> • Bronze certificate and badge awarded in assembly
Reward Stage 4	350 points	<ul style="list-style-type: none"> • Silver certificate and badge awarded in assembly
Reward Stage 5	500 points Principal's Award	<ul style="list-style-type: none"> • Gold certificate and badge awarded in assembly
Reward Stage 6	700 points Principal Lunch Award	<ul style="list-style-type: none"> • Platinum certificate and badge awarded in assembly • Invitation to Principal's Celebration Lunch
Reward Stage 7	1000 Points	<ul style="list-style-type: none"> • Governor Award • Invitation to meet with a Governorsto receive the award
End of term positive reward certificate	Only positive points ongoing each term	<ul style="list-style-type: none"> • End of term certificate
End of Year Positive Reward Certificate	Only positive awards achieved all year (no negative points)	<ul style="list-style-type: none"> • End of year certificate
Graduate student	Awarded Gold award at the end of Year 7 and 8	<ul style="list-style-type: none"> • Graduation ceremony at the end of Year 8
Year 11	Graduation to Year 11	<ul style="list-style-type: none"> • Graduation into Year 11 (Year 11 tie)

- Other opportunities for reward and recognition will be embedded within the college assembly and achievement calendar.

Section 5: Addressing poor conduct and behaviour, and college Consequences

5.1 Classroom behaviour management – Reminder, Warning and Consequence System

- To ensure that behaviour in classrooms is conducive to learning and that all incidents of poor behaviour are dealt with in a calm, respectful and effective way, all staff will use the following classroom de-escalation behaviour management system.

- It is key that all students, parents, carers and staff understand that behaviour from any child that prevents teachers from teaching or other students from being able to learn in their lessons will not be tolerated. The college will not delay in putting in place Consequences that remove students who do not meet expectations from lessons therefore preventing them from having a negative impact on the learning culture, and on student attainment and achievement.
- In instances of low-level disruption, students will be given a clear reminder to correct their behaviour using non-verbal cues and calm verbal reminders (Table 3).
- Staff who have used the 'class-removal' system will attend the restorative conversation with the student.

Table 3 – Addressing behaviour concerns in class

	Reminder	Warning and Action	Consequence	Removal to Shadow Timetable	Removal from class
Student behaviour	Initial disruption to learning	Continued disruption to learning	Continued disruption	Continued disruption	Learning of class continues to be disrupted or refusal to go to the Shadow timetable
Teacher action	Clear reminder given to student with guidance on how the student needs to correct behaviour	Second clear Reminder/move Seats/addressing behaviour outside	Third clear reminder of expectations and giving of the consequence	Removed to shadow timetable	Call-out (removal from class)
Recording of behaviour			-2 recorded on Bromcom Lunchtime detention Restorative conversation	-5 recorded on Bromcom Lunchtime detention Restorative conversation	-10 recorded on Bromcom Removal from class Lunchtime detention and restorative meeting

- Following a removal from lesson the student will receive intervention to ensure they are successful for the remainder of the day.
- If a student receives two removals in one day they will attend Reflect for the remainder of the day.
- The following table illustrates (Table 4) how the Consequence system will escalate if a child continues to cause disruption to other students' learning:

Table 4 – Addressing repeated disruption to lessons resulting in removal from class by Call-in staff

Incident	Action	Detention	Exclusion
First incident of removal from lesson by the Call-in team.	Attend Reflect for one lesson to complete behaviour reflection.	Lunchtime detention on the same day/following day.	
Second incident in the same term	Attend Reflect for one lesson to complete behaviour reflection.	Lunchtime detention on the same day/following day. Parent/carer meeting to take place with Achievement Leads.	
Third incident in the same term	Attend Reflect for remaining lessons of the day to complete behaviour reflection.	Parent/carer meeting to take place with Achievement Lead.	
Fourth and fifth incidents in the same term	Attend Reflect for remainder of the day whilst meeting is arranged.	Parent/carer meeting to take place with a member of the senior team.	One day internal exclusion the following day
Sixth, seventh and eighth incidents in the same term	Attend Reflect for remainder of the day whilst meeting is arranged.	Parent/carer meeting to take place with a member of the Senior Team.	Two days' internal exclusion the following day.
Continued concerns	Further incidences of disruption to the learning of others will indicate serious student concerns and therefore the student will be at risk of longer fixed-term external suspension or permanent exclusion.		

5.2 College negative point system

- We educate our young people so that they are aware that all consequences are a logical explainable response to behaviour. At BVC consequences are designed to help children learn and develop pro-social behaviour.
- At BVC staff act consistently (i.e. in accordance with policy), fairly and deliberately in their use of Consequences.
- Poor conduct, whether in class or around the college, can incur negative points. Parents/carers can use Bromcom to track their child's behaviour.
- Negative points are given as follows:

Table 5 - BVC Negative Points

Classroom Culture					
Behaviour	Negative points	Consequences			
Lack of equipment *	-1	Noted on Bromcom and tracked			
Lack of exercise book, sports kit or ingredients (first time in the term) *	-1	Noted on Bromcom and tracked			
Late to lessons *	-1	Noted on Bromcom and tracked			
No homework/unsatisfactory homework *	-1	Extension given followed by contact with home, and tracked			
Graffiti/doodles in books *	-1	Noted on Bromcom - student rectifies concern by copying up work.			
* repeated occurrences of the above behaviours will be picked up through Bromcom and addressed by Achievement Leads through the detention system					
	Negative points	Consequence	Action	Detention time	Contact with parents
Disruptive behaviour (reminder, warning then consequence)	-2	Lunchtime detention	Reflective task	Same day /following day	Points on Bromcom
Unsatisfactory classwork or lack of effort/avoiding learning (reminder, warning and then consequence)	-2	Lunchtime detention	Completion of work	Same day/ following day	Points on Bromcom
In-class boisterous behaviour (out of seat, shouting out, silly behaviour, play fighting)	-2	Lunchtime detention	Completion of work/Reflective task	Same day/ following day	Points on Bromcom
Removed to class and requested to be in shadow timetable	-5	Lunchtime detention	Reflective task	Same day/ following day	Points on Bromcom
Removal from lesson to reflect by the Call-in team.	-10	Lunchtime detention	Reflective task	Same day/ following day	Points on Bromcom

College Culture					
Behaviour	-ve points	Consequences			
Incorrect uniform/uniform breaches*	-1	Noted on Bromcom and tracked			
Late to the college*	-1	Noted on Bromcom and tracked (see late escalation process)			
Anti-social behaviour in corridors and communal areas (shouting, running, silly behaviour)*	-1	Noted on Bromcom and tracked			
Confiscation of a banned item*	-1	Item confiscated and noted on Bromcom			
Chewing gum*	-1	Remaining gum confiscated and noted on Bromcom			
* repeated occurrences will be picked up through Bromcom and addressed by Achievement Leads through the detention system					
	-ve points	Consequence	Action	Detention time	Contact with parents
Use of mobile phone	-5	Mobile is handed into Reception. Lunchtime detention (refusal to hand in addressed by AL/SLT)	Reflective task	Same day /following day	Points on Bromcom
Arriving after registration closure without an acceptable reason	-5	Lunchtime detention	Reflective task	Same day/ following day	Points on Bromcom
Rudeness, answering back, swearing	-10	Detention issued by any member of staff via an orange card handed to the AL or SLT	Reflective task	Same day/ following day	Points on Bromcom
Failure to attend lunchtime detention	-10	Afterschool detention issued by the AL	Reflective task	Same day/ following day	
Obtaining numerous negative points the previous day	-10	Detention issues by the AL	Reflective task	Lunchtime	
Repeatedly late (after 9.00am to the college)	-10	See escalating lateness section	Reflective task	Same day/ following day	
Incident of unkind behaviour	-10	Detention issues by the AL	Reflective task	Lunchtime	
Truancy	-15	Serious incidents that need to be reported to an AL or SLT and dealt with via a Serious Incident Pack Meeting with parent will be held	Possible consequences: Reflect After school detention 2 hour detention Internal exclusion External Suspension Permanent exclusion	Same day investigation and response	
Smoking/vaping	-15				
Bullying (see Anti-Bullying Policy)	-15				
Aggressive behaviour (including defiance and verbally aggressive responses to staff)	-15				
Use of discriminatory/derogatory language e.g. racist, sexist, homophobic, hate language	-15				
Minor damage to college property	-15				
Serious breach or persistent breaches	-15				

5.3 Addressing escalating poor behaviour

- At BVC negative points are entered onto the Bromcom system as a way of tracking behaviours.
- If a student receives multiple negative points in any one day, Achievement Leads will escalate the Consequence immediately. They will also ensure supportive intervention is swift and effective to prevent further non-compliance with the behaviour expectations.
- If a student fails to stay for a lunchtime or afterschool detention, the Achievement Leads will put in place appropriate Consequences and involve parents in ensuring this behaviour does not continue.
- If a student accumulates negative points or reaches any of the thresholds relating to removal from class, Reflect, internal exclusion or external suspension, they will escalate through various Behaviour Stages (Table 6). Upon entering a new Behaviour Stage, students will receive a package of support.
- If a student accumulates negative points because of a lack of homework, Achievement Leads will put in a package of support that will include students being required to stay for homework club each evening to complete the set work.

Table 6 – Behaviour Escalation Stages

Escalation and persistent poor behaviour (the stages within this policy are a guide only; each student and their behaviour will be considered on an individual basis). Student can be placed on the most appropriate behaviour stage following behaviour concerns; an incident of a significantly serious nature can result in up to, and including, permanent exclusion.

Behaviour Stage	Actions taken	By whom	Additional support (as appropriate)
1	<ul style="list-style-type: none"> • Form tutor call home and discusses concerns • Call logged on Comms log within Bromcom 	Tutor (or Achievement Lead for serious incident)	Form tutor report focused on aspects of concern Form tutor discusses report when calling home
2	<ul style="list-style-type: none"> • Achievement lead to call home and address concerns • Call logged on Bromcom 	Achievement lead	Achievement Lead report on aspects of concern Student engagement plan in place (IIP)
3	<ul style="list-style-type: none"> • Achievement lead hold meeting with parents and meeting minutes uploaded onto Bromcom 	Achievement Lead	Achievement Lead report Support and clear expectations in place via an Individual improvement plan (PSP - Stage 1)
4	<ul style="list-style-type: none"> • Final leadership warning meeting with parent and a member of senior team and/or Principal meeting 	Leadership Team	SLT report Parental meeting with member of the senior team Governors behaviour panel (as required) Personal Support Plan in place (PSP Stage 2)
5	<ul style="list-style-type: none"> • Principal meeting and/or Governors panel 	Leadership Team	Final meeting with Principal or Governors panel Final PSP in place (PSP- Stage 3) Managed move considered
6	<ul style="list-style-type: none"> • Principal and Governor final meeting 	Principal/ Governor	Permanent exclusion considered

5.4 Dealing with physical altercations

- Students are taught, and are at a stage where they know, how to settle disputes and arguments through non-physical means. Violence of any kind will not be tolerated. If students need support, there is always a member of staff that they can go to, rather than resorting to a physical altercation.
- The following descriptors will be used to determine Consequences whenever a physical altercation has taken place. Precise Consequences will be determined by the Principal.

Table 7 – Physical altercation response

	Altercation	Description	Consequence
	Play fighting, boisterous behaviour	Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue.	<ul style="list-style-type: none"> • Detention set by the Achievement Lead
Aggressive Behaviour	Grappling and grabbing	An aggressive situation in which no punching, kicking or striking is taking place. May result in students grabbing each other's clothes, bags.	<ul style="list-style-type: none"> • Depending on the students' response, the students will serve an Internal exclusion ranging from 1 to 3 days.
	Fight	Two or more students who are kicking, punching and/or striking	<ul style="list-style-type: none"> • Up to 5 days in internal exclusion could be served. • An external suspension or permanent exclusion will be considered. • Criminal prosecution may be considered.
	Attack	An action in which an instigator punches, kicks or strikes another student. The other student does not retaliate but may offer some form of reasonable self-defence (i.e. holding or blocking)	<ul style="list-style-type: none"> • Up to 5 days in internal exclusion could be served. • An external suspension is likely. • Permanent exclusion may be considered. • Criminal prosecution may be considered.

- The college will consider all elements of the incident before making a decision, including:
 - Whether the student was an instigator, participant, respondent or victim;
 - If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator;
 - How the student responded to the staff who intervened (for example, whether they followed instructions the first time).
- The responsibility of students relating to our Anti-Bullying culture are detailed with the Anti-Bullying Policy.

5.5 Mobile phones and electronic devices in school

- Basingbourn Village College is a 'mobile phone free' school. We believe that children should learn in school without the distraction of mobile phones and social media. By being 'mobile phone free' we are fostering positive social interactions between the students and therefore promoting the wellbeing of our student community.
- Students are given a paper timetable so they are not reliant on their devices to navigate their way through the college day. We encourage all students to wear a watch to ensure they arrive to college and to lessons on time.
- Pupils should not have their mobile phone or any other electronic device, including headphones, visible between 8.50am and 3.20pm; this includes at break and lunch.
- Mobile phone must not be used within the college building **at any time**.
- If students are seen to have any electronic devices (mobile phones, earpods. Headphones) or equipment, the teacher will confiscate the item(s) for the remainder of the day and the student will be able to collect the confiscated items at the end of the day.
- In the unlikely event that the items are confiscated on more than two occasions, parents will be requested to attend a meeting; from this point we will require a parent/carer to collect the confiscated devices.

5.6 Punctuality and truancy

- Parents are requested to contact the college via the absence line on the morning of each day of any absence (refer to Attendance Policy).

- Lateness to the college and lessons disrupts teaching, hinders learning and is unacceptable.
- Students should be on the college site by no later than 8.50am, and must be in their mentor lesson classroom ready to learn by 8.55am.
- Students arriving after 9.00am will be given a lunchtime late detention the following day unless there is a valid reason communicated to the college by the parent/carer.
- Students arriving after 9.15am will sit an afterschool detention the following day unless there is a valid reason communicated to the college by the parent/carer.
- If a student is continually late to school, the following escalation process will be implemented:

Table 8 – Addressing persistent lateness (after 9.15am).

Late 5 times	<ul style="list-style-type: none"> • Detentions extended to one hour each time • Meeting with their Achievement Lead; parents/carers informed of meeting outcomes
Late 10 times	<ul style="list-style-type: none"> • One day in Internal exclusion • Achievement Lead meets with parent/carer • Specific targets set for improvement
Late 15 times	<ul style="list-style-type: none"> • One day in internal exclusion • Achievement Lead meets with parent/carer • Reminder of set targets
Late 20 times	<ul style="list-style-type: none"> • Two days in internal exclusion • Member of Senior Team meets with parent/carer to complete an Attendance Agreement
Late 25 times	<ul style="list-style-type: none"> • Two days' in internal exclusion • Principal meets with parent/carer and reviews the Attendance Agreement

- The college will ensure that steps are taken to support students and parents/carers that require additional support with punctuality.
- The following situations are classed as truancy at the college:
 - Student opting not to attend a lesson for any reason;
 - Student leaving the classroom without permission;
 - Student found slowly going to lessons or not going directly to their lesson;
 - Student found in an out-of-bounds area;
 - Student found in the corridor during lesson time without an 'Out of Class/Medical/Toilet Pass'.
- Truancy causes significant disruption with staff having to spend time addressing this issue; whilst staff are following up on a child's truancy, they are unable to focus on the learning and support of other children. This behaviour is unacceptable.
- Truancy causes significant disruption to other students; all students at the college have the right to learn in a safe environment free from disruption. Parents expect that their child's education is not negatively impacted by another child's behaviour.
- Students must be in their mentor time each morning followed by the six timetabled lessons. When they choose to truant, they are putting themselves – and often others – at risk. Truancy is a safeguarding concern; students that are truanting are purposely removing themselves from the care and safety of the classroom with their classroom teacher. This behaviour will not be tolerated.
- At the college, we take active steps to eradicate internal lesson truancy; we are clear with parents, in writing, the steps we will take if their child truant.

5.7 Detentions

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the college’s expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions. Sometimes this requires students to sit a detention.

- Detentions will be sat the same day, whenever possible; students will be informed of the detention when it is given.
- Detentions can be given at break, lunchtime or after school until 4pm, they are completed in silence.
- During the detention students will complete a reflective task and parents/carers are asked to discuss the behaviour with their child to support them to do the right thing when faced with a similar situation in future.
- Multiple misdemeanours will be addressed by the Achievement Leads and students will be required to attend a longer detention the following day.
- The college will give parents notice of detentions that are after school (DfE, 2016. PP.10)
- Failure to complete a break and lunch detentions may result in an after-school detention. The consequence for failure to complete an after-school detention is time in Reflect (see below).
- If the student knows they are unable to attend the consequence, because of a prior commitment, it is their responsibility to request an alternative date to carry out the consequence.
- Detention time is used to hold restorative conversations with staff members as appropriate.

5.8 College Reflect

- On rare occasions, a student’s behaviour may fall so far short of the college’s expectations that the student must be removed from class and taken to the internal exclusion room (Reflect). Reflect provides a calm and orderly environment in which students can:
 - reflect upon their conduct;
 - consider how to make amends; and
 - continue with their learning until they are allowed to return to class.
- Reflect is a removal from the learning community; this may be in response to an incident occurring and/or to remove the student from the college community whilst an investigation is carried out. Time in Reflect may be up to a whole day.
- Reflect is a space where students are expected to continue to learn with necessary resources and support from a member of staff. If a student has been issued with a Reflect they will:
 - Be supervised by a member of staff within the Reflect room ;
 - Be expected to work in silence, completing all work set by their teachers;
 - Go early to break and lunch to avoid interacting with the rest of the college community;
 - Complete some educational work related to the reason they are in Reflect;
 - Receive some mentoring either from staff in Reflect, student support and welfare assistant (SSW), their Achievement Leader or Subject Leader.
- A student is successful if they complete all work to an acceptable standard as judged by the member of staff in Reflect and are Responsible, Respectful and Resilient.
- A student is unsuccessful if they are not Responsible, Respectful and Resilient; disrupt the learning environment in any way, for example by making noises; do not complete work to an acceptable standard as judged by the member of staff in reflect; and, or leave the room without permission
- If a student fails Reflect they will complete an Internal Exclusion the next day.

5.9 Internal Exclusion

- Internal exclusion is a removal from the learning community; internal exclusions are held in the Reflect room.
- An internal exclusion is given because of a serious incident, the consequence for which can be carried out at the college.
- Students can have an internal exclusion for up to five days; this is an alternative to external suspension.

- Parents will be informed if their child has an internal exclusion.
- If a student is given an internal exclusion they will:
 - Arrive at Reception at the time agreed with their Achievement Leader;
 - Be supervised for the day by a member of staff within the Reflect room ;
 - Be expected to work in silence, completing all work set by their teachers;
 - Go early to break and lunch to avoid interacting with the rest of the school community;
 - Complete some educational work related to the reason they are in internal exclusion;
 - Receive some mentoring either from staff in Reflect, their student support and welfare assistant (SSW), their Achievement Leader or Subject Leader.
- A re-integration meeting will be organised with the student, their parent/carer and either an Achievement Leaders or a member of the Senior Leadership Team before the student returns to mainstream lessons. All Students returning to lessons from an internal exclusion will be placed on report with supportive strategies identified.
- Repeated internal exclusions mean that a student is moving beyond the expectations of our college and therefore other appropriate provision may need to be sought.
- A student is successful if they complete all work to an acceptable standard as judged by the member of staff in reflect and are Responsible, Respectful and Resilient.
- A student is unsuccessful if they are not Responsible, Respectful and Resilient; disrupt the learning environment in any way, for example by making noises; do not complete work to an acceptable standard as judged by the member of staff in reflect; and, or leave the room without permission.
- Students who refuse to complete their internal exclusion are adopting behaviours that are unacceptable and this will be classed as a serious breach of the Behaviour Policy resulting in an immediate meeting with a member of the senior team, parents and students.
- If a student fails internal exclusion a meeting will be called to a meeting immediately to discuss next steps. The student is likely to be externally suspended in this situation.

Section 6: External Suspension

- The college complies fully with the Department of Education (DfE)'s statutory guidance on exclusions, as issued in September 2017 (see DFE-00184-2017). The points below should be read in conjunction with that guidance.
- The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's power to exclude'.
- The DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England - September 2017' is used by the college in conjunction with this policy in the case of an exclusion.
- The decision to externally suspend a student is taken by the Principal following a serious offence or persistent disruptive behaviour.
- Before making the decision to exclude, the college will ensure that a thorough investigation has been carried out, including, where possible, allowing the student to give their version of the events, seeking any witness accounts and considering any mitigating factors.
- When establishing the facts in relation to an external suspension decision, the Principal will apply the civil standard of proof; i.e. 'on the balance of probabilities', rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.
- The Principal must be satisfied that their decision to exclude a student is lawful, reasonable and fair. Schools have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The college gives particular consideration to the fair treatment of students from groups who are vulnerable to suspension.
- An external suspension means that a student is legally removed from the college for a fixed period.

- Any student may be excluded for a fixed term for the reasons outlined in this Behaviour Policy.
 - A student may be externally suspended for one or more fixed periods (up to a maximum of 45 college days in a single academic year).
 - Only the Principal, or in their absence the Vice Principal, will have discretionary power to exclude any student for a fixed period. Only the Principal shall have the discretionary power to permanently exclude any student.
 - Work will be provided and students are expected to bring it to the re-integration meeting.
 - Students must remain at home or in the direct care of a parent/carer during the school day and must not be seen out in a public place. A safe and well check will be done each day to ensure the legal requirements of the external suspension are met.
 - The college will never 'informally' or 'unofficially' exclude a student (e.g. by sending him/her home to 'cool off'). This would be unlawful, regardless of whether it occurred with the agreement of parents or guardians. All suspensions, even for short periods of time, will be formally recorded.
 - A student suspended externally will be re-admitted back into the college at the end of their externally suspension; in some cases they may be required to spend some time in Reflect enabling the college to support their successful return into mainstream lessons.
 - A re-integration meeting will be organised with the student, their parent/carer and either an Achievement Leaders or a member of the Senior Leadership Team before the student returns to the college. All Students returning to lessons from an external exclusion will be placed on report with supportive strategies identified.
 - Repeated external suspensions mean that a student is moving beyond the expectations of our college and they may be at risk of permanent exclusion, therefore other appropriate provision, such as Alternative Provision (AP) may need to be sought.
 - The college will consult with the local authority's inclusion team when a student has several external suspensions so that we can access other suitable methods of support on an individual basis.
- Any student may be permanently excluded if,
 1. (a) They have committed a serious breach of the college's Behaviour Policy, or
(b) They have persistently breached the college's Behaviour Policy; and
 2. allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- An indicative but non-exhaustive list of serious breaches of the college's Behaviour Policy which may lead directly to permanent exclusion includes:
 - Being in possession of an offensive weapon;
 - Being in possession of or supplying drugs;
 - Serious and/or persistent bullying;
 - Serious assault on a student;
 - Assaulting a member of staff;
 - Damage of college property;
 - Sexual or indecent assault;
 - Serious incident of harassment, bullying or hate crime;
 - Making a false allegation against a member of staff;
 - Bringing the college into serious disrepute;
 - A single act of serious behaviour that runs contrary to the college's ethos;
 - Persistent disruption.

6.1 Informing parents and carers of an external suspension

- The Principal will have regard to Section 4 of the current DfE guidance relating to 'the head teacher's duty to inform parties of an exclusion'.
- At the point of suspension, a letter will be sent home both by email and by post, stating the reason for the suspension.

- All suspensions will be recorded in the College Suspension Record and on the student's file.
- The Chair of Governors, Trust and the Local Education Authority will be kept informed of suspensions in line with the statutory guidance.

6.2 Supporting students at risk of permanent exclusion

- When any student returns to school from an external suspension, the following steps are taken to help the student reintegrate and to support them in improving their behaviour:
 - A meeting will be held between a parent, the student and the Achievement Lead and/or a member of the Leadership Team.
 - The student will report to an agreed member of staff at the end of every day for an agreed length of time.
 - The student's academic progress, attendance and welfare will be reviewed by the pastoral team.
 - If appropriate, a SEND assessment may be undertaken, or current SEND provision will be reviewed.
- If a student is at risk of permanent exclusion, the following steps will also be taken:
 - The student and parent(s) must attend a meeting with the Principal. Expectations of all parties will be agreed and the home-college agreement will be re-signed.
 - All internal and external support will be reviewed.

Section 7. Supporting our students

- At BVC, we recognise that some students may sometimes need tailored support to help them fulfil their academic and personal potential. We have a strong pastoral system and, should a student require help at any time, they will be able to access a member of the pastoral team.
- We hold student support meetings, attended by a member of the Leadership Team, the SENCO, Achievement Leads and other relevant support staff. At these meetings, key academic and pastoral data is discussed and tailored support is agreed for individual students as required. Students also receive formalised support if they reach a Behaviour Stage or receive a suspension.
- The college makes use of a range of specialist support staff.
- The college recognises the importance of working closely with our feeder primary schools to support Year 7 students during this crucial stage of their education. A full transition programme is in place.
- Three levels of support plans are used by the college:
 - Student engagement plan (Student Behaviour contracts)
 - Individual Improvement plan (IIP)
 - Personal support plan (PSP)
- The following groups of vulnerable students may at some point require adults at the college to take account of their individual needs and circumstances when monitoring the college's Behaviour Policy. However, the college does not accept these as excuses for poor behaviours:
 - Minority ethnic and faith groups, travellers, asylum-seekers and refugees;
 - Students who need support to learn English as an additional language;
 - Students with special educational needs and disabilities (SEND);
 - Students looked after by the local authority (LA);
 - Unwell students;
 - Young guardians/carers;
 - Students from families under stress;
 - Pregnant students and teenage mothers;
 - Students with social workers;
 - Disadvantaged students.

Section 8: College Alternative Provision Pathways

- When a range of strategies have been explored and utilised, with no positive impact, a student may be placed into one of the college alternative provision pathways for a period of time; this will be documented through our Individual Alternative Education pathways (IAEP) process.
- During this programme the student will have access to support and programmes to help them to improve their behaviour, produce the required quality of work, and ensure they can meet the college expectations moving forward.
- It is likely that a student accessing this pathway will be placed on a support plan such as a pastoral support plan (PSP).

Section 9: Searching, screening and the use of reasonable force

9.1 Banned items and searching

- The Principal, and staff authorised by the Principal, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco, cigarette papers, vapes and vaping equipment;
 - fireworks;
 - banned items;
 - pornographic images;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the student).
- Authorised college staff may also conduct a search with consent for any item banned by the college rules. Whilst the college has a named list of banned items, this list is not finite or an exhaustive list. College staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to college discipline.
- Refusing to submit to a search will be treated as a serious breach and will be dealt with in line with the Behaviour Policy.
- There should be two members of staff present during the search, one being a member of the Senior Leadership or a DSL/DDSL. The person doing the search must be the same sex as the child. The search witness should also be the same sex wherever possible.
- Students must not be asked to remove clothes other than outer clothing e.g. a coat or blazer. (Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but outer clothing includes hats; shoes; boots; gloves and scarves.)

9.2 Screening

- As part of the college's commitment to ensuring the safety of all students and staff, it reserves the right to require students to undergo screening such as use of a walk-through arch and/or handheld wand. This process may be coordinated and/or supported by the college's Safer Schools Officer and the community police. The requirement to undergo screening is not predicated upon and does not imply any suspicion of wrongdoing.
- If a student refuses to be screened, the college will address this behaviour as a serious breach, and this will be dealt with using the Behaviour Policy.

9.3 The use of physical intervention (reasonable force)

- Physical intervention can only be justified in exceptional circumstances (Non-statutory guidance from the Department of Education).
- Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.
- Staff should have regard to the health and safety of themselves and others.
- This does not advocate or allow the use of corporal punishment in any circumstances. Nor does it allow for any teacher or member of staff to use any degree of physical contact which is deliberately intended to punish a student or cause pain injury or humiliation.

Section 10: Other linked policies

- BVC Uniform and Equipment Policy
- BVC Anti-Bullying Policy
- BVC Attendance Policy
- Health and Safety Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Anglian Trust Parent, Carer and Visitor Code of Conduct

Appendix 1 – Home-college agreement

Home-College Partnership Agreement (to be reviewed during 2024/25)

College

- We will set high standards and provide a high-quality education for your child.
- We will encourage your child to achieve their full potential in all aspects of college life by providing a fully enriched curriculum.
- We will care for your child as a valued member of the college community and inform parents about any concerns or problems that affect your daughter's/son's behaviour and /or progress.
- We will provide a broad and balanced curriculum matched to the needs of all which promotes independent learning.
- We will keep you informed about progress and future learning targets on a regular basis through progress checks and reports.
- We will be open and welcoming towards parents and provide opportunities for you to become involved in the life of the college.

Home

- We/I will ensure that my child goes to college regularly and on time. We/I will provide a note of explanation of any absence.
- We/I will ensure that my child goes to college dressed according to the uniform policy.
- We/I will support high standards of work and behaviour and contact the College to inform them of any issues that may affect these.
- We/I will attend Parents' Consultation Evenings to discuss my child's progress.
- We/I will support my child in homework and any other opportunities for home learning.
- We/I will provide my child with all the necessary equipment.
- We/I will make the college aware of any concerns that might affect my child's learning.
- We/I will support the college's guidelines and policies.

Student

- I will listen to and respect the work and opinion of others.
- I will be honest, considerate and polite.
- I will take pride in my college and myself.
- I will be organised and take responsibility for my own learning opportunities.
- I will present a positive attitude to my work.
- I will ensure that all necessary equipment is brought to college.
- I will attend college on time every day and be on time for all of my lessons.
- I will follow the Code of Conduct, Classroom Expectations and Expectations for Learning Policy.
- I will follow the ICT Acceptable Use agreement whenever I use technology in college.
- I will do all classwork, homework and coursework on time and to the best of my ability.
I will wear my college uniform in a correct and business-like way, following all of the College's rules relating to jewellery, hair colours/styles, piercings and nails.

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