



## Behaviour Policy

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## Section 1: Aims and Scope

### 1.1 Introduction

Positive behaviour underpins all aspects of learning at Bassingbourn Village College. A calm, consistent culture enables every student to feel safe, achieve highly and grow into responsible, respectful and resilient young people. This policy sets out the expectations, routines, rewards and consequences that shape behaviour at BVC and is built on shared ownership of standards by staff, students and families.

BAS operates with clarity, immediacy and fairness. Expectations are explicitly taught, modelled and reinforced by all staff. Consequences are proportionate, timely and focused on restoring relationships and improving behaviour. 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 us to work hard to improve

<b>Respect</b>	<b>Resilience</b>	<b>Responsibility</b>
<i>Compassion, kindness, understanding, empathy and inclusion.</i>  We show respect to everyone in our college; we always allow others to learn.  We are calm, polite and obviously kind every day.	<i>Having high aspirations, perseverance and willingness to fail and try again.</i>  We complete every task and activity to the best of our ability.  We embrace challenge and take every opportunity to improve.	<i>Excellence in all we do</i>  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.

### 1.2 Purpose

Through this policy, we aim to communicate to all members of the College community the standards of behaviour always expected of our students; the range of recognition practices the College will use to reinforce and praise positive behaviour, together with clear consequences for students who fail to follow the expectations of the College.

### 1.3 Aims

The specific aims of this policy are:

- To provide a clear College behaviour policy to underpin effective education.
- To ensure staff have the highest expectations of student behaviour.
- To ensure there is consistency, clarity, and immediacy in our application of recognition and consequences.
- To ensure Consequences are combined with a restorative approach that seeks to develop and maintain positive relationships, and to support students to modify their behaviour.

- To outline our rules and routines.
- To create an atmosphere where achievement is respected and valued.
- To create a safe environment for all students by responding to incidents which take place inside and outside the College, in line with our policy and current legislation.

## 1.4 Scope

This policy applies to all staff, students, parents/carers, visitors, and volunteers.

## 1.5 Legislative context

These guidelines reflect the current legislation and guidance for schools from the Department for Education (DFE):

- Independent review of behaviour in Schools (March 2017)
- Behaviour in schools: advice for headteachers and school staff (Sept 2024)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (Sept 2024)
- The Education and Inspections Act 2006
- Use of Reasonable Force (advice for schools July 2013)
- Searching, Screening and confiscation advice for schools (Sept 2022)
- Children & Families Act 2014 Part 3 (SEND & Disabilities)
- The Equality Act (2010) and the Education Acts of 2002 and 2011
- Keeping children safe in education
- SEND code of practice

## 1.6 Health and safety implications

The behaviour policy has substantial health and safety implications and sets out the College's position on:

- Alcohol and narcotics,
- Knives and weapons,
- Student search procedures,
- Safety of students set after school detentions,
- The entitlement of students set detentions during breaks appropriate time to eat, drink and use the toilet,
- Procedures for dealing with malicious allegations against staff.

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.

Throughout the policy reference to our data management system is made; this is called Bromcom.

This policy is to be read in conjunction with other school policies including:

- Attendance
- Anti-bullying
- Online safety
- Safeguarding

## Section 2: Roles and responsibilities

### **All staff will:**

- Expect high standards of work and behaviour.
- Follow College routines, procedures, and policy always.
- Reward good behaviour and challenge unsatisfactory behaviour.
- Communicate praise or concern to parents and carers.
- Model the College values and behaviours they expect to see demonstrated by students.

### **Mentors will:**

- Work to create a cohesive identity and a positive ethos in their tutor and year group.
- Reward positive behaviour and take action to improve unsatisfactory behaviour.
- Monitor and give feedback through the referral and reporting systems.
- Communicate regularly with parents/carers.

### **Heads of Department will:**

- Ensure staff in their department follow whole school routines for effective classroom management.
- Monitor classroom practice and behaviour data within their department and support when necessary.
- Support department teachers in maintaining high expectations and following up incidents.
- Support the professional development of staff regarding their classroom and behaviour for learning skills and practices.

### **Achievement Leaders will:**

- Lead and implement the behaviour policy with their House.
- Manage the mentor team and provide support strategies for mentors and parents/carers.
- Monitor the behaviour of students through data, referrals, reports, and discussions, and provide help to mentors in co-ordinating support for students where required.
- Liaise with internal and external stakeholders as appropriate to support improvements in students' behaviour.

### **The SENCO and Deputy SENCO will:**

- Advise on the graduated approach to providing SEN support

- Work with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements

**The Leadership Team will:**

- Be visible, active, and involved in managing behaviour.
- Act regarding serious incidents and persistent disruption.
- Oversee liaison with outside agencies.
- Identify and provide for staff development needs.
- Monitor referrals and exclusions
- Report key data to the Governors.
- Develop evidence-informed, strategic approaches to secure outstanding behaviour.

**All students will:**

- Always do their best to manage and take responsibility for their own behaviour.
- Follow College expectations and comply with College procedures.
- Work positively and respectfully with adults and peers.

**Parents and carers will:**

- Work in partnership with the College to support their child's positive behaviour and attitude.
- Adhere to the Home/School agreement.
- Support the College's behaviour policy.
- Attend meetings with teachers to discuss their child's progress and behaviour.

**Governors will:**

- Regularly review behaviour and suspension data
- Sit on exclusion panels as required (non-staff governors only)
- Monitor and review the effectiveness of the behaviour policy.

## Section 3: Expected standards of behaviour and readiness

At Bassingbourn Village College we aim to be a safe, calm, and supportive environment for all staff and students.

We believe that all staff and students at Bassingbourn Village College have the right to be treated with respect and courtesy. They also have the right to work and study in an effective well-ordered learning environment, where standards of behaviour and aspiration are high.

### Uniform and equipment

Bassingbourn Village College promotes excellence and aspiration in everything its students do. The college uniform and equipment expectations are designed to reinforce this spirit of excellence, encouraging students to take pride in belonging to their college community.

We understand that, for some families, finances are a concern. We believe that, by having a uniform and equipment policy, and by doing all we can to keep items of fashion out of the college, we help families to keep costs down. In addition, we have limited the number of branded items enabling our families to purchase uniform items from alternative outlets.

Nevertheless, if you do have an individual concerns, or if you are unsure about an item of clothing, please do not hesitate to contact your child’s Achievement Lead who will support with your enquiry in the strictest confidence.

To support parents, on behalf of BVC, the PFA organises a second-hand uniform shop, details of which can be found on their Facebook site.

This policy applies to all students whenever they are in school, travelling to and from school, or otherwise representing the college.

### 3.1 College Uniform

The school blazer, school tie, and the PE top are our minimum expected branded items with the school logo. These items are identified with \* below and are available online from Price and Buckland.

([pbuniform-online.co.uk/bassingbourn](http://pbuniform-online.co.uk/bassingbourn))

All items not marked with an asterisk in the uniform and PE and games kit lists must be **completely plain**. No logos, patterns or embellishments of any kind are allowed. Should there be any questions regarding acceptable uniform items, please contact the College to check **before purchase**. Please note that some items are compulsory, whereas others are optional.

Correct uniform at Bassingbourn Village College is defined as:

<u>Uniform list</u>	<u>Important Notes</u>
<ul style="list-style-type: none"> <li>• Plain black blazer with school logo*</li> <li>• School tie*</li> <li>• White collared shirt</li> <li>• Black, flat, leather/faux leather-fronted, logo-free shoes (see additional guidance below)</li> <li>• Plain Black socks</li> <li>• Black straight or pleated, knee length, <u>school</u> skirt (see additional guidance below)</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>• Plain black, tailored/school trousers (see additional guidance below)</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>• Plain black, <u>tailored</u>/school knee length shorts (see additional guidance below)</li> <li>• Plain black V-neck jumper</li> <li>• Plain black V-neck sleeveless jumper (tank top)</li> </ul>	<p>Shirts must have a top button and not a ‘reverse’ collar as all students wear a tie (see appendix)</p> <p><b>Students <u>CANNOT</u> wear:</b></p> <ul style="list-style-type: none"> <li>⊗ Leggings</li> <li>⊗ Sport shorts</li> <li>⊗ <b>Stretchy material skirts; these are banned</b></li> <li>⊗ Jeans</li> <li>⊗ Sweatshirts/Hoodies; these are banned</li> <li>⊗ A black jumper with a logo (sports brand or other)</li> </ul>

#### **Summer Uniform (start of summer term until the end of the summer term only).**

- Students are not required to wear their blazer during the summer term.
- The summer term is from the return after Easter until the college closes for the summer holiday.

- Students can wear tailored shorts at any time of the year; sports shorts cannot be worn as an alternative during the summer term.

### Skirts

- Skirts can be straight or pleated but must not be tight fitting or short in length.
- Fashion school skirts are not acceptable.
- Straight skirts must have a split in the back.
- Skirts must not be made of a stretchy material; these skirts are banned from being worn at the college. Parents/carers must ensure the skirt they purchase for their child is the correct length; the skirt should sit at or below knee length.
- Consequences will be given if a student's skirt is rolled up, not fastened correctly leading to their skirt being shorter, or any other adjustment that causes the hem to rise and the skirt to be short.
- *We recommend that skirts are purchased from our uniform supplier, although skirts can be purchased from any school uniform supplier.*

### Shirts

- Shirts should be a white, collared school shirt.
- Shirts must be long enough to tuck in.
- Shirts must have the correct collar for wearing a tie (should have a top button and not an open collar).

### Trousers

- Trousers must be plain black, school style, tailored trousers.
- Tailored shorts can be worn as an alternative to trousers. Boot cut, skinny cut, jeans, cords, cropped, leggings or flared trousers are not permitted.
- Only dark buttons or belts can be worn.

### Shorts

- Tailored shorts can be worn as an alternative to a skirt or trousers.
- If a child is wearing shorts they must be of a tailored design.
- Sport shorts cannot be worn as part of the school uniform, at any time of the year.

### Shoes

- Shoes should be plain black, flat, faux leather/leather-fronted and logo-free.
- Plain black, trainer style, faux leather/leather shoes can be worn.
- However, material trainers or coloured trainers are not permitted.

#### **Some specific styles that are not permitted include:**

- Boots or ankle boots
- Trainers or plimsolls
- Suede, fabric or canvas shoes
- Shoes with heels higher than 3cm
- Styles with obvious logos or branding
- Styles with elaborate buckles, decorations or patterns.

### Jumpers

- The college branded V-neck jumper or a plain black V-neck jumper can be worn under the school blazer.
- The jumper cannot be worn instead of the blazer.

- No sweatshirts or hoodies, including zip-up hoodies may be worn.
- Jumper must be completely plain black; jumpers must not have any logo or motif.

If there is an unforeseen uniform issue (for example, broken shoes) then the parent must have communicated with the school, and a reasonable timeframe will be set by the college, and a red slip will be issued. If the parent does not communicate with the school, then the student will follow the consequence system.

Where possible the school will lend uniform on a short-term basis. In some circumstances where the uniform infringement is extreme the student may need to remain in Reflect for the whole day.

### 3.2 Equipment

It is essential that all students come to school fully equipped and prepared for learning. This means that each student, every day, needs bring the following equipment:

<b>Everyday items</b>	<b>Other items that we recommend</b>
<ul style="list-style-type: none"> <li>• A school bag</li> <li>• A pencil case containing:               <ul style="list-style-type: none"> <li>- 2 black or blue pens</li> <li>- a pencil</li> <li>- a 30cm ruler</li> <li>- a rubber</li> <li>- a pencil sharpener</li> <li>- a highlighter</li> <li>- a glue stick</li> <li>- colouring pencils</li> <li>- A scientific calculator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A reading book</li> <li>• A water bottle (no fizzy or energy drinks)</li> <li>• A hair tie for sport and practical lessons if hair is long</li> <li>• Year 11 will need a clear pencil case for exams.</li> </ul>

### 3.3 PE and Games Kit

<b>All students must have</b>	<b>Recommended optional items</b>
<p><b>Compulsory items:</b></p> <ul style="list-style-type: none"> <li>• Gold and black polo shirt with logo*</li> <li>• Black shorts or skort (with or without school logo)</li> <li>• Hair tie for long hair</li> <li>• Trainers</li> </ul> <p><b>As well as one of the following:</b></p> <ul style="list-style-type: none"> <li>• Gold and black rugby shirt with logo* (for rugby)</li> <li>• Plain black rugby shirt (for rugby)</li> <li>• Gold and black round neck sweatshirt with logo*</li> <li>• Plain black round neck sweatshirt</li> <li>• Black fleece with logo*</li> </ul>	<ul style="list-style-type: none"> <li>• Shin pads for football (and hockey club)</li> <li>• Gum shield – this is compulsory for participation in contact rugby and extracurricular hockey club</li> <li>• Football boots</li> </ul> <p style="text-align: center;"><b>Optional items</b></p> <ul style="list-style-type: none"> <li>• Plain black jogging bottoms or leggings</li> <li>• College skort (with or without logo) – can be worn as an alternative to the shorts.</li> <li>• Long, black sports socks</li> <li>• Gold and black waterproof jacket with logo</li> </ul>

PE expectations

- All jewellery must be removed prior to the lesson.
- Students who are unable to participate in a PE lesson, owing to injury, are still expected to bring and wear their full PE kit, as well as a note from their parents/carers requesting that they be excused. Excused students will be able to participate through coaching and officiating roles.

### 3.4 Presentation and Appearance

The following points about general appearance should be noted:

- Uniform should be always worn in a 'smart and business' like manner when inside the college.
- Shirts must be always tucked in; top buttons must always be fastened.
- Skirts must be knee-length and not shortened by being rolled up or adjusted by another means.
- Year 11 have the privilege of wearing a plain black business suit and Year 11 tie. The tie can be purchased through Wise Pay. If Year 11 choose not to wear the Year 11 tie, then they will be expected to wear the normal school tie.

#### Hairstyles

- For all students, hair must be maintained in a conventional and understated style. We do not allow extremes of style, or colour. No patterns or shaved heads are allowed.
- Hairstyles should be of natural colour.
- Long hair must be tied up for PE and practical lessons; students with long hair must bring a hairband.

#### Jewellery

- Students with pierced ears can wear one pair of plain studs only. These must be removed during PE lessons.
- **Any form of body or facial piercing is not permitted; this includes nose piercings.** The college does not allow students to keep their piercing in because it has 'recently been pierced'. Parents should support their child to have piercings done at the start of the summer holidays therefore allowing the required six weeks healing to be completed before return in September when the piercing will need to be removed.
- Students can wear a wristwatch, which also must be removed for PE lessons.
- An item of jewellery which is worn on religious grounds or medical grounds is allowed following discussion with the student's Achievement Lead. These items will still be required to be removed for PE.

#### Make-up

- Discrete makeup is permitted.
- Nail varnish of any description, as well as nail extensions/acrylics, are not permitted.

#### Reasonable Adjustments

- In exceptional circumstances, and in line with their individual needs, the college may agree to a reasonable adjustment to the uniform worn by an individual student.
- These adjustments will be agreed in conjunction with parents and carers and should be based on professional advice and guidance.

### 3.5 Expected standards of behaviour and readiness Infringements

Our Expected standards of behaviour and readiness encourage a sense of pride, belonging and loyalty to the community of which all students are members. The policy also removes any visible manifestations of inequality.

The detail above, including the list of prohibited items/styles, is not exhaustive and the college's decision on what is and is not acceptable is final.

Uniform and equipment checking is part of the mentor time routine every morning.

When a student is not dressed in the full uniform or does not have the expected appearance, a member of staff will direct and support the student to rectify the concern (See Appendix). Students are required to respond positively and immediately to resolve the issue.

The Behaviour Policy will be used to resolve ongoing, or defiant behaviour, linked to uniform concerns.

If required, parent/carers will be contacted and requested to provide the required support to rectify the uniform concern in partnership with the college. Parents/carers are requested to respond in a timely manner to rectify a uniform issue enabling their child to continue their day in mainstream lessons.

Parents must not contact the college to direct the college to allow their child to wear an alternative item to our uniform such as wearing an alternative skirt, wearing sports shorts instead of tailored shorts, or wearing a piercing. It is vital that all parents understand the college uniform expectations and support the college in ensuring their child has the correct uniform each day.

The college will always work in partnership to support parents and students to have the required and correct uniform and equipment.

## Section 4: The Behaviour Curriculum

At Bassingbourn Village College we believe that positive behaviour can be both taught and learnt.

Opportunities, both formal and informal, are provided within the day-to-day curriculum to teach and demonstrate positive behaviour to our students.

We expect all adults to act as positive behaviour role models for our students and this behaviour policy is applicable to all members of the community.

Positive behaviour will be taught and reinforced through:

- The pastoral curriculum, mentor time, lessons and assemblies.
- Formal transition for year 7, as well as the induction programme for students joining the college at other times.
- Enrichment activities and extended opportunities for participation

### 4.1 Recognition and rewards principles

At Bassingbourn Village College we encourage students to be both motivated and aspirational to live and demonstrate the values of the school.

We believe it is important to regularly recognise and celebrate the achievements of all students who demonstrate positive behaviour and work hard. We believe that good behaviour is best developed in young people by drawing attention to and rewarding these good behaviours when seen being displayed by our students.

We recognise that praise can be both private and public, and that all students are entitled to be positively recognised for their contributions.

Bassingbourn Village College utilises a Recognition and Rewards system where students are celebrated for their achievements including but not limited to:

- Displaying positive behaviour in lessons
- Academic achievement
- Independent work
- Community and extra-curricular contributions
- Attendance
- Outstanding achievements in and out of school

All points contribute to the whole college points totals for the respective houses.

The College will record all details of recognition and reward data on Bromcom and parents can use MCAS to track their child's merit points.

As students accumulate positive merit points, they will progress through the college Reward Stages

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

## 4.2 Consequences

Unsatisfactory behaviour at Bassingbourn Village College will neither be ignored nor tolerated.

We recognise that young people will make mistakes and on occasions may behave unsatisfactorily. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate consequences.

**Staff will use consequences if a student does not meet our expectations, displays poor conduct or behaviour.**

We believe that consequences should be based on three principles:

- Clarity (students must know the exact reason why a consequence has been issued)
- Certainty (students must know that when a staff member has issued a consequence it will happen, and that the behaviour policy will be implemented consistently)
- Immediacy (to be effective students should sit consequences on or as close as possible to the date of the misbehaviour).

The focus of consequences will not purely be punitive but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students have opportunities for both self-reflection and to repair any harm caused.

The College will operate a hierarchical consequence system, with consequences proportionate to the behaviour being challenged.

College staff will make use of a range of behavioural change strategies and consequences to support students, including:

- Reminder, Warning, Consequence
- Subject Detentions
- Removal from lesson
- Issuing of an Orange Card (Afterschool detention)
- Withdrawal of privileges
- College based community service (for example picking up litter, tidying a classroom)
- Time spent in our reflect room.
- Suspension
- Offsite direction
- Managed move
- Attending an alternative provision programme
- Permanent Exclusion

College staff have the power to consequence students for misbehaving outside of the College premises and can consequence students at any time when:

- Travelling to and from the College premises
- Whilst wearing the College uniform
- Taking part in any College-organised or College-related activity
- In some other way when the student is identifiable as a member of the College

The College can also consequence students at any time for misbehaviour which:

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

In any of these three circumstances the College may additionally take the decision to notify the police of the student's behaviour.

### 4.3 Consequence procedures

Bassingbourn Village College uses consistent progression in the manner and language used to challenge misbehaviour in and out of the classroom.

#### **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 ensuring that they narrate what the reminder is for.

- o If the student's behaviour continues, a Warning will be issued, once again narrating what the warning was for.
- o In the third instance of a student not meeting our expectations the student will be issued with a subject detention.
- o If the student then continues to disrupt the lesson then 'Call in' will be requested and the student will be taken out of the lesson.
  - The class teacher will be given an orange card and an afterschool detention will be set by the class teacher's head of department.
- It is expected that any staff who have used the 'class-removal' system will ensure a restorative conversation takes place with the student.
- **If a student receives two removals in one day they will attend Reflect for the remainder of the day.**

## 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 4.10pm.
- 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.
- The college will give parents notice of detentions that are after school and will arrange them so that parents are able to support the process.
- Failure to complete a break and lunch detention may result in an after-school detention. The consequence for failure to complete an after-school detention is time in Reflect.
- 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.

## 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
- 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 complete 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 or another pastoral team member.

- 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.

## 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.

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 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.

## 4.3 Suspension and Permanent Exclusion (PEX)

The college complies fully with the Department of Education (DfE)'s statutory guidance on suspensions. The points below should be read in conjunction with that guidance.

- 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. This will include, 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 based on protected characteristics, such as disability or race. The college considers the fair treatment of students from groups who are vulnerable to suspension.
- Any student may be excluded for a fixed term for the reasons outlined in this Behaviour Policy.
- A student may be suspended for one or more fixed periods (up to a maximum of 45 college days in a single academic year).
- Only the 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.

- 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 external suspension.
- A re-integration meeting will be organised with the student, their parent/carer and 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.
- In some cases, they may be required to spend some time in Reflect enabling the college to support their successful return into mainstream lessons.
- 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.

#### 4.4 Permanent Exclusion (PEX)

Permanent Exclusions (PEX) are conducted in accordance with this Policy and according to statutory guidelines.

**Any student may be permanently excluded if:**

**They have committed a serious breach of the college's Behaviour Policy,**

**Or**

**They have persistently breached the college's Behaviour Policy;**

**And allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.**

Prior to a permanent exclusion a thorough investigation will precede the exclusion.

If a student is at risk of Permanent exclusion the child and their parent will be issued with a letter from the Principal.

Suspension or permanent exclusion may be considered an appropriate sanction for the following serious behaviour events:

- **Physical assault** against either a student or adult, including fighting; 'play fighting'; violent behaviour; wounding; obstruction; jostling or other unsafe behaviour.
- **Verbal abuse or threatening behaviour** against a student or adult including threatened or actual violence; aggressive or intimidating behaviour; swearing; homophobic, racist, or sexist abuse and harassment; verbal intimidation; carrying an offensive weapon.
- **Bullying.** This includes verbal, physical, homophobic, racist, or sexist bullying and is irrespective of whether this takes place within the College, outside the College or online. The definition of bullying will also include any act which is intended to hurt someone either physically or emotionally.
- **Sexual Misconduct.** This includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, or sexual graffiti.

- **Damage to the College.** This includes acts of vandalism, arson, graffiti, or any act which causes damage to the College (whether that damage was intended or not), but which could have been prevented by sensible and appropriate behaviour.
- **Persistent disruptive behaviour.** This includes challenging behaviour, defiance, persistent violation of school expectations or a failure to follow the school expectations consistently always.
- **Possession of Drugs or Alcohol.** This includes the possession of illegal drugs; drug dealing; inappropriate use of prescribed drugs; smoking; alcohol abuse; or substance abuse.
- **Theft.** This includes stealing school property, or personal property from another student or adult, stealing from local shops or businesses or selling and dealing in stolen property.
- **Possession of any prohibited item**
- **Truancy.**
- **Refusing to undergo a search process.**
- **Making a malicious allegation against another student or staff member.**
- **Bringing the College into disrepute.** This includes behaviour on college trips (a serious behaviour event may result in the child being sent home) and any behaviour whilst in school uniform including to and from school.
- **Failing to attend or engage with other sanctions as listed in the behaviour policy.**

The above list is not exhaustive, and suspension or permanent exclusion may be considered in other circumstances.

Permanent exclusion will only be used:

- In response to a serious breach, or persistent breaches, of the College's behaviour policy; and
- Where allowing the pupil to remain at the College would seriously harm the education or welfare of the student or others in the school.

The College will ensure we have a detailed understanding of the potential safeguarding needs of any child at the point of permanent exclusion. To do this we will conduct a risk assessment that includes a clear focus on extra-familial risks and any safeguarding implications for the child. This does not mean that a student with significant safeguarding needs cannot be permanently excluded (and the College will act in line with statutory guidance published by the department for education) but will ensure that relevant information is shared with partner agencies to ensure that appropriate safeguarding measures for that child are put in place.

#### 4.5 Informing parents and carers of a 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.

### Section 5: Support systems

The College runs a tiered support programme, to formally monitor and support students who need to make improvements in their behaviour.

The support uses a staged approach to supporting improvements in behaviour. These include various methods at each stage including:

- Regular parental/carer updates
- Positive behaviour cards
- Subject teacher meetings

- Curriculum team leader meetings
- Achievement lead meetings
- Tutor, Achievement lead and SLT report cards
- Local authority interventions including, but not limited to, SES ISM, SES Referral, managed moves, and alternative provision.

## 5.1 Regular parental/carers updates

At Bassingbourn Village College we aim to involve parents/carers in informing them of their child/s performance behaviourally. We believe regular contact where updates are shared between staff and parents, positive and negative, develops a strong unity between both the school and home.

Some of the methods of communication include (All contact is logged on central systems):

- Home & School Agreement
- Contact with the student's Mentor
- Parents' Evenings
- Assessment and Reporting Cycle
- Contact from class teachers or heads of department to discuss student progress and behaviour in lessons.
- Behaviour parent meetings with Achievement Leads
- Contact with Achievement Leads when a student is not meeting expectations academically or behaviourally in a range of subjects.

### **Positive behaviour cards**

Positive report cards are used following initial cases of misbehaviour and are used when we want to encourage and support students struggling with negative experiences to experience more positivity at school and to change their perception of school.

### **Subject teacher meetings**

When a student regularly demonstrates undesirable behaviours within a specific subject, which regularly results in detentions, class teachers will contact parents/carers to organise a face-to-face meeting. This meeting is used to discuss what behaviours are being seen and to set targets for the student that are designed to be achievable in each lesson.

### **Head of Department meetings**

Curriculum team leader meetings are used following either a subject teacher meeting (with no improvement seen) or following a more serious concern. The Head of Department will set the targets for the student, and they are more formally monitored and are designed to be achievable in every lesson.

### **Subject Report Cards**

A student will be placed on a subject report card following Subject teacher meetings and Head of Department meetings. Students will remain on subject report cards for two weeks after which they will be reviewed with the parents/carers.

### **Achievement lead meetings**

When a student regularly demonstrates undesirable behaviours across a range of subjects or if a student has had a curriculum team leader meeting with no improvement, achievement leads will contact parents/carers to organise a face-to-face meeting. This meeting is used to discuss what behaviours are being seen, what the student can do to cease the behaviours and what could be put in place in the subjects to support the behavioural change. This meeting will result in the student starting the tiered support system.

### **Mentor Report Cards**

A student will be placed onto a Mentor report card by their Mentor if their misbehaviours are across a range of subjects. These report cards last for two weeks.

### **Achievement lead report card**

Achievement lead report cards are used following either a period on tutor report card (with no improvement seen) or following a more serious concern. Students are placed on report to their Achievement Leader.

The targets for an achievement lead report card are more formally monitored and are designed to be achievable in every lesson. All students on achievement lead reports are expected to see the achievement lead daily.

### **SLT Report Cards**

SLT report cards are used either following a period on achievement lead report card (with no improvement seen) or following a serious concern. Students are placed on these report cards to a member of the senior leadership team who they will meet with each day. The targets for a SLT report card are strictly monitored and are designed to be achievable in every lesson.

Although these programmes are tiered, students do not need to move through each stage successively. Instead, a student will be matched to the most appropriate support programme.

### **Offsite Direction & Managed Moves**

Bassingbourn Village College will participate in the Offsite Direction & managed move system. The process seeks to provide an intervention regarding students with challenging behaviour where they transfer to another school to ensure continuity of education without recourse to PEX. The school transfer is dependent on another school agreeing to accept the student and therefore a successful move can-not be guaranteed.

Students with an education and health care plan [EHCP] cannot participate in the managed move programme. The Principal must be of the view that the student's behaviour may be modified and improved by their attendance at a different school, and this view must be evidenced. Students do not have an automatic right to participate in a managed move.

Parental consent must be given before a managed move is investigated.

### **Alternative Provision**

The Principal reserves the right to direct students off-site for education to help improve their behaviour and to commission high quality alternative provision for students if appropriate.

Alternative provision will differ from student to student, but our guiding principle is that students:

- Realise good academic attainment on par with the mainstream College (particularly in Maths and English), with appropriate accreditation and qualifications.
- Achieve improved student motivation and self-confidence, attendance, and engagement.
- Have clearly defined objectives for the next steps in education including re-integration to mainstream education, progression to further education or training or employment.
- Receive high quality personal, social, and academic support.

Any provision will be full time in total (but may be a blended combination of different placements or involve a combination of mainstream and alternative provision).

At the end of a placement the College will seek an end of placement report from the alternative provision provider and will seek the student's views (if appropriate) as to the success of the placement to inform future planning.

## Section 6: Searching and Screening

Bassingbourn Village College will use the legal powers related to searching students to ensure that the college is a calm, safe and supportive environment in which to learn and work. Using searching powers appropriately is an important way to ensure pupil and staff welfare is protected.

All College staff have the 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.

List 1 Prohibited items (Taken from the statutory guidance) include:

- Knives or weapons, alcohol and illegal drugs or stolen items
- Tobacco (including Snuss or other nicotine pouches) or cigarette papers, fireworks, or pornographic images
- Any article that staff suspect has been or is likely to be used to commit an offence, or to cause personal injury, or to damage property.

List 2 Other items prohibited by the college.

- Nicotine pouches, E-Cigarettes and/or vapes.
- Stink bombs, water bombs or water pistols
- Lighters and matches
- Mobile phones that are not turned off and in school bags (Medical exemptions do apply).
- iPods or MP3 players and headphones that are visible.
- Banned items of clothing identified in the Academy uniform policy.
- Chewing gum
- Energy drinks

Being in possession of a prohibited item (especially knives, weapons, illegal drugs, or stolen items) may indicate that a child is at risk of being involved in criminal behaviour or that they are being exploited. A search may therefore play a vital role in identifying a student who might benefit from early help or a referral to the local authority children's social care.

The Principal is responsible for overseeing the academy's practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare and dignity of all pupils and staff. They will be supported in this role by the designated safeguarding lead.

Any searching incident where a staff member had reasonable grounds to suspect a student was in possession of a prohibited item will be logged on MyConcern as a safeguarding concern. The DSL (or deputy) will be informed (without delay) if the search has revealed a safeguarding risk.

The DSL (or deputy) will make a referral to children's social care if any evidence is found through a search that a child is at risk of harm.

### 6.1 Before Searching

If any staff member has reasonable grounds for suspecting that a student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, they will contact the Senior Leadership Team requesting immediate support. The responding Senior Leadership Team member will assess how urgent the need for a search is (considering the risk to other pupils and staff). Students will be separated from other students during this time and will be supervised. This might be in the Reflect room or in other areas of the college.

Staff may view CCTV footage first before deciding to conduct a search for an item. However, this will not be possible in all circumstances.

Searches are always carried out by a member of the Senior Leadership Team, and witnessed by a second member of staff. At least one of the members of staff performing the search must be of the same sex. The only exception to this is if the member of staff concerned believes that there is serious and immediate risk of harm being caused if the search is not carried out immediately. Before any search takes place the member of staff conducting the search will explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask questions. The staff member will always seek the co-operation of the student before conducting a search.

If a college staff member reasonably suspects that a student has a banned item in their possession and asks them to undergo a search and the student refuses the college can choose to consequence the student. The choice of consequence will be determined by the specific circumstances and a recommendation to the Principal will be made. The full range of consequences are available, including suspension and permanent exclusion.

If a student has refused to be searched, and the staff member still considers a search to be necessary they should seek the advice of the Principal or Deputy Principal. During this time the student will be supervised and kept away from other students.

If the student still refuses to co-operate the Principal or Deputy Principal should assess whether it is appropriate to use reasonable force to conduct the search. Reasonable force can only be used to search for the items listed above but cannot be used for items which are banned under the school rules. This decision will be made on a case-by-case basis, and the criteria used to assess will be whether the student:

- Is at risk of harming themselves or others.
- Is at risk of damaging property, or
- Is at risk of causing disorder.

## 6.2 During the Search

An appropriate location will be found for the search to be conducted. This will usually be a Senior Leadership Team members office, or another appropriate space including, but not limited to, an empty classroom or another private office. This will be away from other pupils wherever possible.

Searches will only take place on the college site, or whilst students are under the direct supervision of college staff (e.g., on educational visits). The legal authority to search students is applicable only in England and therefore does not apply on international educational visits.

During a search:

- Staff may search a student's outer clothing (coats, hats, shoes, boots, or scarves)
- Staff may search a student's possessions (e.g., school bags or sports bags)
- Staff may ask students to remove their blazers and jumpers.
- Staff may ask for pockets (of trousers or coats) to be turned inside out.
- Staff will never ask students to remove trousers, skirts, shirts/blouses.
- Staff will never 'pat-down' or place hands on a student

All college staff have the right to refuse to undertake a search of a student's possessions or belongings.

In more complex cases and in cases which might involve the Police the Principal will follow the guidance outlined in the DfE guidance document "Searching, Screening and Confiscation: Advice for Schools July 2022".

The academy will not seek parental permission before searching a student.

Bassingbourn Village College does not support any attempt by the police to search on the school premises unless there is an immediate serious risk of harm. The permission of the Principal, or in their absence, one of

the Trust Directors must be sought. An appointed adult must be present - in most cases, the parent should be given the opportunity to fulfil this role.

### 6.3 After a Search

Whether or not any items have been found because of a search, schools will consider whether there is any cause to suspect that the student is suffering or is likely to suffer harm, and whether any specific support is needed. In this case, staff will speak to the Designated Safeguarding Lead.

Any search conducted for a prohibited item, will be logged on MyConcern (whether an item is found or not).

Searches for items banned under the school's rules (with the student's consent) will not be logged on MyConcern.

Parents will always be informed of any search which was conducted for a prohibited item, and the outcome of the search. This contact will be made as soon as is practicable. The member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken (including any consequences – if confirmed at the time of communicating).

Complaints relating to searching will be dealt with through the school's complaints procedures.

### 6.4 Electronic Devices

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The college also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead as the most appropriate person to advise on the school's response.

### 6.5 Confiscation

College staff can confiscate, retain, or dispose of any prohibited item found because of a search and can also seize any item, however found, which they consider harmful or detrimental to school behaviour.

The college will dispose of items in the following ways.

- Weapons, child pornography, or items which are evidence of an offence will be handed to the police.
- Alcohol, tobacco and cigarette papers, or fireworks will be disposed of by the college. They will not be returned to the student.
- Controlled Substances will be passed to the police but may be disposed of by college staff if there is good reason to do so. Where college staff suspect that a substance is controlled it will be treated as a controlled substance.
- Pornographic images will be disposed of unless it constitutes a specified offence (extreme or child pornography) then it will be handed to the police. Images found on electronic devices will be deleted unless it is necessary to hand to the police.

- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police.
- Items banned under the college rules will either be returned to parents or disposed of.
- Mobile phones will be returned at the end of a school day or, if it is a repeat offence, only to the parent. Mobile phones will not be returned upon request.
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items.

## Section 7: Appropriate Use of Force

In some situations, it may be necessary for staff to use reasonable (“no more than is needed”) force to control or restrain students. This could range from a staff member forcibly guiding a student to safety by the arm in an emergency through to breaking up a fight or where a student needs to be restrained to prevent injury or violence.

The college recognises that all members of college staff have a legal power to use reasonable force. In addition, all members of college staff act under a professional duty of care towards our students to protect them from harm.

Reasonable force could be used in the college or elsewhere at a time where a member of staff has lawful control or charge of a student.

Examples of cases when reasonable force may need to be used include:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The use of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop / break up a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

During the use of any reasonable force staff must:

- Issue clear verbal instructions
- Warn the student wherever possible of the consequences of failing to comply with instructions.
- Keep talking throughout to the student to try to calm the situation.
- Use only the minimum force necessary and for the minimum period necessary

- Seek to avoid any injury to the student.
- Cease the use of restraint as soon as safety is re-established.

The college does not require parental consent to use reasonable force.

The college will maintain an electronic log of 'uses of reasonable force'. This log will be maintained by the Designated Safeguarding Lead and will be reviewed each half term by the Inclusion Link Governor of the governing body.

Following a use of force against a child, college staff will contact the child/s parents/carer to inform them what and why reasonable force was used.

Complaints about the use of force by staff members will be investigated in line with the college's complaints and safeguarding policies.

The information above refers only to the use of force to restrain or control, there are other occasions when physical contact other than reasonable force may be proper and necessary.

These may include:

- Demonstrating how to play a musical instrument.
- Demonstrating coaching techniques in PE
- Comforting a distressed student
- Providing first aid
- Congratulating or praising a student.

Any aspects of this type of physical contact must be conducted with the student's consent and will always recognise the inherent power imbalance between staff and students.

Reasonable force is used in line with the guidance Use of reasonable force Advice for headteachers, staff and governing bodies (July 2013).

## Section 8: Serious or persistent behaviour events

If a student behaves in a way which is deemed a serious breach of our Behaviour Policy or, if a student's behaviour persistently disturbs the school or learning environment, puts students or staff at risk or affects the Bassingbourn Village College community, the incident will be investigated thoroughly.

### 8.1 Investigations

Investigations into serious or persistent behaviour events will be conducted by the Inclusion Team. Investigations are completed in a step-by-step manner following the behaviour investigation process ([Appendix](#)). Those involved in the incident, including staff, are asked to write statements using the Bassingbourn Village College behaviour incident forms.

**Bassingbourn Village College is a 'telling school', we not only expect students to report behaviour events right away, but we also expect our community to be open and honest when involved in an investigation.**

Investigations into serious behaviour events, where deemed necessary to keep a child safe or from causing harm, may result in a student/s being removed from lessons and social times whilst the investigation is completed.

## 8.2 Outcome of an investigation

All steps of the behaviour investigation process, where applicable, must be followed for an outcome to be reached.

All incidents listed as serious behaviour events can result in either a referral to the reflect room, suspension, or permanent exclusion. The behaviour types listed are not exhaustive and severe consequences can be considered for other types of behaviour at an equivalent level of concern.

Consequences, if necessary, will be determined after an investigation.

The decision to issue a suspension or permanent exclusion can only be taken by the Principal.

Parents will be informed of consequences in all cases and will be invited in to meet with staff to discuss this behaviour if deemed necessary.

## 8.3 Police involvement

At Bassingbourn Village College we work closely with our colleagues from the Police. If during an investigation it is deemed necessary, the police may be called. However, the decision to involve the Police in any incident will be taken in consultation with a member of the SLT.

## 8.4 Investigation record keeping

The investigating staff members will collate all the paperwork relating to any breaches of the behaviour policy.

Detailed records of all investigations will be recorded on MyConcern, including all documentation and actions taken. These records may be used for later investigations as evidence of persistent behaviour events.