ANGLIAN LEARNING

BASSINGBOURN
VILLAGE COLLEGE

Behaviour Policy

2026/27

Respect | Responsibility | Resilience

Revised draft for ratification

Yellow highlighting identifies wording that is new or materially revised from the 2025/26 policy.

Policy owner	Principal
Status	On Website
Review cycle	Annual, or earlier following material statutory or operational change

Document control

Field	Current position
Policy title	Behaviour Policy 2026/27
Applies to	All students, staff, volunteers, contractors and visitors where relevant
Effective period	Academic year 2026/27 following ratification
Next scheduled review	July 2027
Related documents	Culture in Practice; Student Guide 2026/27; Safeguarding and Child Protection Policy; SEND Policy; Anti-Bullying Policy; Complaints Policy
Operational systems	Bromcom for behaviour and recognition; MyConcern for safeguarding; statutory exclusion records for suspensions and permanent exclusions

Change-tracking note. Yellow highlighting is provided for review. It should be removed when the policy is approved and issued as the final publication.

Contents

Section	Subject
1	Purpose, principles and scope
2	Roles and responsibilities
3	The behaviour curriculum and daily standards
4	Recognition and rewards
5	Responding to behaviour
6	Serious incidents, bullying and investigations
7	Suspension, permanent exclusion and pupil movement
8	Searching, screening and confiscation
9	Restrictive interventions and reasonable force
10	Recording, monitoring and review
11	Complaints
A-F	Operational appendices

At a glance

This policy sets the standard and the safeguards. Culture in Practice provides staff routines, scripts and operational guidance. The Student Guide explains the same expectations in student-facing language.

Shared standard. We put support in place; we do not remove the expectation.

1. Purpose, principles and scope

1.1 Purpose

Bassingbourn Village College is committed to a calm, safe and purposeful environment in which every student can learn, belong and succeed. This policy explains the conduct expected from students, how positive behaviour is taught and recognised, how concerns are addressed, and how support and statutory safeguards are applied.

Behaviour is understood as something that can be taught, practised and improved. Consequences are used to protect learning, maintain safety, reinforce boundaries and support better future choices. They are not used to humiliate students or to replace support where a barrier to learning has been identified.

1.2 Values and operating principles

Our shared values are Respect, Responsibility and Resilience. Culture in Practice turns these values into consistent everyday actions. All adults are expected to:

- Know students and notice changes in presentation, engagement or wellbeing;
- Communicate expectations clearly and calmly;
- Be professionally consistent while applying agreed reasonable adjustments;
- Protect learning and safety;
- Act early, together and proportionately;
- Explain decisions and preserve dignity;
- Reflect on evidence and improve practice.

1.3 Scope

This policy applies during the college day, on the college site, on educational visits, at alternative provision arranged by the college, on home-to-school transport and when a student is otherwise representing or readily identifiable with the college. The college may respond to conduct outside school, including online conduct, where it could affect students or staff, disrupt the orderly running of the college, threaten another person, or damage the college community or reputation.

Any response to off-site conduct will be lawful, reasonable and proportionate. Safeguarding concerns will be managed under the Safeguarding and Child Protection Policy as well as, where appropriate, this policy.

1.4 Legislative and guidance framework

This policy has regard to the Education and Inspections Act 2006; the Education Acts 2002 and 2011; the Equality Act 2010; the Children and Families Act 2014; the SEND Code of Practice; and current Department for Education guidance, including:

- Behaviour in schools: advice for headteachers and school staff, February 2024;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2026;
- Restrictive interventions, including the use of reasonable force, effective from 1 April 2026;
- Searching, screening and confiscation: advice for schools, July 2022;
- Keeping children safe in education 2026, effective from 1 September 2026.

Where legislation or statutory guidance changes during the policy period, the college will apply the current legal requirements and bring forward a review where the change is material.

2. Roles and responsibilities

Role	Core responsibilities
Local Governing Body	Approve and monitor the policy; hold leaders to account for a lawful, inclusive and effective behaviour culture; perform statutory exclusion functions; consider patterns, disproportionality and the use of restrictive interventions.
Principal	Establish and communicate the behaviour culture; ensure staff are trained and supported; authorise searches where required; make suspension and permanent exclusion decisions; ensure appropriate provision, recording, notification and reintegration.
Senior and pastoral leaders	Model Culture in Practice; provide visible support; assure the quality and consistency of responses; coordinate support, investigations and communication; analyse patterns and review interventions. Support staff to resolve concerns without routinely taking ownership away from them.
SENDCo and inclusion staff	Help identify barriers; advise on reasonable adjustments and graduated support; ensure plans are specific, communicated, reviewed and consistent with statutory duties.
Subject Leaders	Support staff in resolving behaviour concerns within the subject; coach colleagues, support student and parent conversations, review recurring patterns and check that agreed actions are followed through.
All staff	Teach and model expectations; recognise positive behaviour; respond calmly and consistently; record accurately; take responsibility for appropriate follow-up, including conversations with students and parent contact where required; seek support when necessary; report safeguarding concerns promptly.
Students	Attend ready to learn; follow reasonable instructions; respect people, property and learning; accept support and consequences; contribute honestly to repair and reintegration.
Parents and carers	Support attendance, readiness and college expectations; share relevant information; work with the college on support and repair; attend meetings where possible; raise concerns through the appropriate route.

2.1 Staff authority and professional judgement

Staff may use lawful and proportionate sanctions and interventions within their role. Professional judgement does not mean individual systems. Staff follow this policy and Culture in Practice so that students experience a predictable standard across the college.

A reasonable adjustment may change how an expectation is communicated, practised or supported. It does not automatically remove the expectation. Where a planned adjustment is not working, staff should raise this through the inclusion pathway rather than repeatedly applying the same response.

2.2 Student voice and dignity

Students will be told what behaviour is of concern and, where practicable, given an opportunity to explain. Their view may affect the support or response, but disagreement does not cancel a reasonable instruction or consequence. Adults will avoid public debate, sarcasm, shouting and language that labels a student rather than describing behaviour.

3. The behaviour curriculum and daily standards

The behaviour curriculum makes successful conduct explicit. Expectations are taught, modelled, practised, corrected and revisited, especially at transition points and after periods of disruption. Detailed routines and staff language are set out in Culture in Practice.

3.1 Mentor time: calm, ready and known

Students should cross the threshold by the first bell, enter calmly, and be ready by 8:55. Mentors greet students by name, complete the register promptly, check readiness and notice welfare or safeguarding concerns.

Students are expected to arrive at mentor time promptly, in the correct uniform, with appropriate equipment and ready to learn. Mentors greet students, complete the register, establish a calm and purposeful start to the day, and identify and pass on any wellbeing or safeguarding concerns. Detailed routines are set out in Culture in Practice; uniform and equipment expectations are in Appendix A.

Students remain in mentor time while support is requested. They should not be sent around the site to locate equipment, uniform or a member of staff. Refusal or repeated concerns are referred to the appropriate leader.

3.2 Lessons: calm, clear and consistent

Students are expected to arrive on time, enter lessons as directed, have equipment ready, begin the set task promptly, follow instructions, contribute without disrupting others, produce their best work and leave only when dismissed. Unauthorised lateness will be recorded and addressed in accordance with Appendix D: Lost Learning.

Staff give clear instructions, correct the basics, praise deliberately, explain decisions and use the agreed sequence. Students who are removed should be able to describe the reason, even if they disagree with it.

3.3 Movement, social time and shared spaces

- Move calmly by the agreed route and arrive promptly.
- Follow one-way systems, restricted-area rules and reasonable instructions.
- Use respectful language and maintain appropriate personal space.
- Keep the site clean and treat property carefully.
- Eat and drink only in permitted areas and do not bring energy drinks, alcohol or prohibited substances.
- Use toilets during social time wherever possible; lesson-time access is managed reasonably, with agreed adjustments applied.

3.4 Assemblies, visits and representation

Students represent the college through punctuality, attentive participation, respectful conduct and compliance with safety instructions. The same expectations apply on trips, transport, fixtures, work experience and other college-arranged activities. A serious or persistent concern may lead to removal from an activity where this is necessary and proportionate, with parents informed.

3.5 Mobile phones, smart devices and headphones

Mobile phones and smart devices must be switched off and secured in the student's Hush Pouch throughout the College Day unless an agreed medical, accessibility or educational adjustment applies. Visible or audible devices may be confiscated under the College's published procedures. Refusal to follow a reasonable instruction may result in a proportionate behaviour response. Headphones and earbuds must be out of sight unless their use has been expressly authorised.

Situation	Response
Phone or smart device is seen or heard	The device is confiscated and recorded on Bromcom. For a first incident it is normally returned to the student at the end of the day.
Repeated incident	The device is returned to a parent or carer. Further support or proportionate consequences may be used.
Refusal to hand over a device	This is treated as a separate refusal to follow a reasonable instruction and may lead to removal or a further consequence.
Safeguarding or welfare concern	Staff follow safeguarding procedures. Examination of data is governed by section 9.4.

3.6 Uniform, presentation and equipment

> One standard, the same response. We put support in place; we do not remove the expectation. Some students have agreed support or a time-limited pass. That is equity, not inequality.

The detailed uniform, presentation, equipment and PE requirements are in Appendix A. Staff check for a valid pass or clear parent communication, direct the student to fix, borrow or change the item, and record where required.

Where there is no valid reason or agreed adjustment, a uniform detention may be issued. Refusal to make an available and reasonable correction may be treated as defiance and may result in removal to Reflect. Decisions will take account of individual circumstances and will be proportionate. Repeated concerns will lead to parent contact, monitoring and appropriate support.

Genuine hardship, damage, delay, disability, religion and other exceptional circumstances are handled sensitively. Reasonable adjustments are agreed with parents and carers and, where appropriate, informed by professional advice.

4. Recognition and rewards

Positive conduct is noticed, named and recorded. Recognition should be specific enough that the student understands what to repeat. Praise may be private or public and should be distributed fairly across subjects, year groups and student groups.

4.1 Reward stages

Positive points contribute to House totals and to individual Reward Stages. Parents and carers can view points through MCAS.

4.2 Fairness and quality assurance

- Points record the behaviour demonstrated, not a student's prior reputation.
- The same action is not duplicated across categories.
- Staff should avoid using positive points to cancel a sanction or negative behaviour entry.
- Leaders review distribution and patterns to identify under-recognition or inconsistency.

5. Responding to behaviour

5.1 Principles

Responses are clear, certain, timely, proportionate and followed through. Staff consider the behaviour, its impact, context, previous patterns, the student's age and understanding, identified needs, agreed adjustments and the safety and learning of others. The classroom response follows the agreed sequence in Appendix C. Steps may be bypassed where behaviour is serious, abusive, threatening or unsafe. A consequence does not prevent support, and support does not remove accountability.

5.2 Removal and Reflect

Removal from a lesson is used to protect learning or safety. Students will be supervised in Reflect or another appropriate space, provided with suitable work and supported towards a return to learning. The duration and next response will be determined by the incident, readiness to return, safety and individual circumstances. Internal removal is a separate, authorised response with a defined duration and arrangements for learning, supervision and reintegration. The detailed Reflect procedures are set out in the operational guidance.

5.3 Detentions

- Detentions may take place at break, lunchtime or after school. Subject and Orange Card detentions should occur on the same day wherever practicable; Orange Card detention is at lunchtime.
- Parental consent is not required for a lawful detention. The college will give appropriate notice and consider travel, caring responsibilities, medical needs, safeguarding and other relevant circumstances.
- After-school detentions will normally finish by 4.10pm unless a different arrangement has been communicated. The Friday Lost Learning SLT detention finishes at 4.30pm, as set out in Appendix D.
- A detention may only be rearranged by an authorised member of staff. Students do not cancel or negotiate a detention by refusing to attend.
- Failure to attend or engage may result in a proportionate escalation and parent contact.

5.4 Restorative and reintegration work

Restorative work is used where it is safe and appropriate. It may include acknowledging impact, repairing harm, replacing or restoring property, practising a routine and agreeing a specific next step. It is not used to pressure a harmed student into contact or forgiveness.

5.5 Range of responses

Depending on the behaviour and context, the college may use one or more of the following:

- Re-teaching, coaching, seating or environmental changes;
- Contact with parents or carers and a time-limited monitoring plan;
- Subject, break, lunchtime or after-school detention;
- Orange card removal and reflect;
- Restorative action or college-based community service that is safe, appropriate and dignified;
- Withdrawal from a specific privilege or activity where relevant;
- Internal exclusion;
- Targeted or specialist support;
- Suspension, off-site direction, alternative provision, managed move or permanent exclusion where lawful and appropriate.

Responses are not a rigid tariff. Similar incidents may require different action because of severity, impact, context, previous patterns, disability or SEND, safeguarding information, age or other relevant factors. The reason for the decision must be defensible and recorded.

5.6 Immediate removal

A student may be removed without completing the classroom sequence where there is aggression or violence; abuse, intimidation or discriminatory abuse; sexual misconduct; seriously unsafe behaviour; serious damage; a prohibited item; or another serious incident.

5.7 Prohibited items

Prohibited items include knives and weapons; alcohol; illegal drugs; stolen items; tobacco, cigarette papers, vapes and nicotine products; fireworks; pornographic images; items intended or likely to cause injury or damage; and any other item prohibited by law or reasonably banned by the college for safety or good order. The college also prohibits energy drinks, lighters, matches and other items identified in published student guidance.

6. Serious incidents, bullying and investigations

6.1 Serious or persistent behaviour

Serious or persistent behaviour may include aggression or violence; abuse, threats or intimidation; prejudice-related or discriminatory abuse; bullying; sexual harassment or sexual violence; dangerous behaviour; weapons or prohibited items; drugs, alcohol or vapes; theft; serious or repeated damage; malicious allegations; misuse of fire or safety systems; serious or persistent truancy; and serious online or off-site conduct. Appendix E gives further examples.

No example carries an automatic outcome. The college investigates and decides a lawful, proportionate response using the evidence and relevant context. Police or other agencies may be contacted where appropriate.

6.2 Bullying and discriminatory behaviour

Bullying is usually repeated, intentional harm involving an imbalance of power. It may be physical, verbal, relational, prejudicial or online. A single serious incident that does not meet this definition will still be addressed and may require a safeguarding response.

Reports are taken seriously, including concerns affecting students with SEND or disabilities, looked-after children, young carers, minority faith or ethnic groups, and students who are or are perceived to be LGBTQ+. The college will protect reporting students from retaliation, involve them appropriately in safety planning and avoid forcing contact as part of restorative work.

6.3 Sexual misconduct and child-on-child abuse

Sexual harassment, sexual violence, harmful sexual behaviour, upskirting and sharing nude or semi-nude images are never dismissed as banter or an inevitable part of growing up. Staff follow safeguarding procedures immediately. Risk assessment, support for affected students, liaison with parents and agencies, and any behaviour response are managed in line with Keeping children safe in education.

6.4 Investigation principles

- Secure safety, medical support and safeguarding action first.
- Use neutral, open questions and obtain accounts separately where appropriate.
- Record facts, direct observations, exact relevant words, evidence and decisions. Distinguish fact from opinion.

- Consider relevant CCTV, digital, physical and witness evidence lawfully.
- Give the student a meaningful opportunity to give their account and consider age, communication and SEND needs.
- Use the civil standard of proof, the balance of probabilities, for behaviour decisions.
- Share information only with those who need it and preserve confidentiality as far as possible.
- Inform parents and carers unless doing so would create a safeguarding risk or another lawful exception applies.

6.5 Allegations concerning staff

Concerns or allegations about an adult are reported immediately under safeguarding and low-level concerns procedures. A student will not be sanctioned merely because an allegation is not substantiated. A malicious allegation is one shown, on the evidence, to have been deliberately invented or knowingly false. Any behaviour response requires senior safeguarding oversight.

7. Suspension, permanent exclusion and pupil movement

7.1 Decision-maker and legal principles

Only the Principal, or the person formally acting as Principal, may suspend or permanently exclude a student. The decision is taken on the civil standard of proof and must be lawful, reasonable, fair and proportionate. Permanent exclusion is a last resort and may be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain would seriously harm the education or welfare of the student or others.

The Principal will consider the student's account, contributing factors, SEND and disability, safeguarding information, reasonable adjustments, relevant support, and the impact on others. The Principal may permanently exclude for a first or one-off incident only where the statutory test is met. There are no informal or unofficial exclusions.

7.2 Suspension

- A suspension is for a fixed period and must not exceed 45 school days in an academic year, whether in one period or cumulatively.
- Work is set and marked during the first five school days. From the sixth school day of a suspension, suitable full-time education is arranged in accordance with statutory responsibility.
- Parents and carers are informed without delay by phone where practicable and in writing with the required information, including dates, reasons, representation rights, public-place duty and provision arrangements.
- During the first five school days, a parent must ensure the student is not present in a public place during school hours without reasonable justification.
- A suspension is not extended or converted retrospectively. A further decision requires a fresh lawful process.

7.3 Reintegration

A reintegration strategy is put in place before or at the beginning of the student's return. It identifies strengths, expectations, support, reasonable adjustments, repair and review. Parents and carers are invited to contribute, but their absence does not prevent the student returning when the suspension ends.

7.4 Permanent exclusion

Parents and carers, the Local Authority and the governing body are notified as required. Suitable full-time education is arranged from the sixth school day by the responsible authority. Parents may make

representations, attend the governing body meeting and, where the governing body upholds the decision, request an Independent Review Panel in accordance with statutory timescales.

7.5 Governing body consideration

The governing body is notified of every permanent exclusion and of suspensions that total more than five school days in a term, more than ten lunchtimes, or would cause a student to miss a public examination or national curriculum test. It must consider reinstatement for every permanent exclusion, suspensions totalling more than 15 school days in a term, and a suspension or exclusion that would cause a missed public examination or test. For suspensions totalling more than five but not more than 15 school days in a term, it considers reinstatement if parents make representations within the statutory period.

7.6 Off-site direction, alternative provision and managed moves

Off-site direction is a temporary placement at another setting intended to improve the student's future behaviour. It is not used as a punishment or informal exclusion. It has clear objectives, a time limit, regular reviews and plans for return or next steps. Parents and carers are informed and involved in accordance with statutory guidance.

A managed move is a voluntary, permanent move to another mainstream school. It is not a trial placement and must be agreed by all parties, including the parent or carer. Where the student has an Education, Health and Care Plan, the Local Authority's statutory amendment process must be followed.

Alternative provision is selected for suitability, safety, quality, special educational needs, medical needs, location and the student's views. Attendance, progress, safeguarding and behaviour are monitored. Placement does not remove the college's responsibilities unless the student is lawfully admitted elsewhere and removed from roll.

7.7 Students with additional vulnerabilities

For a looked-after child, a child previously looked after, a student with an Education, Health and Care Plan, or a student known to social care, leaders involve the Virtual School Head, social worker, Local Authority or other relevant professional as required. Exclusion must not be used because appropriate support has not been arranged.

7.8 Recording and review

The college maintains the statutory exclusion record separately from ordinary behaviour entries. Leaders review use, repeat suspensions, protected characteristics, SEND, disadvantage, care status and other relevant groups to identify disproportionality, unmet need and the effectiveness of reintegration.

8. Searching, screening and confiscation

8.1 Authorisation and safeguards

The Principal and staff authorised by the Principal may search a student or their possessions in accordance with law and Department for Education guidance. Searches are based on reasonable grounds, are proportionate and are carried out with respect for privacy and dignity.

A search of a student is normally conducted by a member of staff of the same sex and in the presence of another member of staff. The limited urgent exception applies only where there is a risk of serious harm if the search is not carried out immediately and it is not reasonably practicable to meet those safeguards. The reason is recorded.

8.2 Before, during and after a search

1. Explain the reason, the item being sought and how the search will be conducted, using communication appropriate to the student.

2. Seek cooperation first. Refusal is referred to the Principal or authorised senior leader and may be addressed under this policy; staff do not use force simply to search for an item banned only by school rules.
3. Consider SEND, disability, religion, culture, trauma and safeguarding. Where appropriate, consult the Designated Safeguarding Lead.
4. Search only to the extent necessary. A staff search does not involve removing clothing other than outer clothing.
5. Record the search, grounds, persons present, outcome, item found and follow-up. Inform parents in line with guidance and safeguarding judgement.

8.3 Strip searches

Only the police can conduct a strip search. College staff retain a safeguarding role, advocate for the student's welfare, consider whether the search is necessary and appropriate, ensure an appropriate adult is present unless a lawful exception applies, and follow statutory safeguarding guidance before and after the search.

8.4 Confiscation and electronic devices

Lawfully seized items may be retained, returned, disposed of or passed to the police as permitted by law and guidance. A confiscated electronic device may be examined only where there is a lawful basis and a good reason, such as reasonable suspicion that data has been or could be used to cause harm, disrupt teaching or break school rules.

Staff must not intentionally view nude or semi-nude images. If such content is suspected or encountered, the device is secured and the Designated Safeguarding Lead is informed immediately. Staff follow current safeguarding guidance on reporting, preservation and deletion. Evidence of an offence may be passed to the police.

8.5 Screening

The college may require screening without physical contact where this is lawful and proportionate. Arrangements will preserve dignity and consider disability, medical need and other relevant circumstances.

9. Restrictive interventions and reasonable force

9.1 Core principle

Restrictive intervention is used only when lawful, necessary, reasonable and proportionate. It is never used as punishment, to secure compliance where there is no risk, or because a student is rude or verbally defiant. Staff use the least restrictive option likely to work, for the shortest time necessary.

9.2 When reasonable force may be used

Reasonable force may be used to prevent or stop a student committing an offence, injuring themselves or another person, damaging property, or causing disorder, where the legal threshold is met. The decision must take account of the risk, urgency, student's needs, available alternatives and likely impact.

9.3 Prevention and practice

- Use calm communication, time, space, environmental change and help from known adults wherever practicable.
- Apply individual risk or support plans and reasonable adjustments.
- Do not deliberately cause pain, restrict breathing or use a method that is disproportionate to the risk.
- Continuously monitor welfare and stop as soon as the intervention is no longer necessary.
- Seek medical attention or first aid where required and provide emotional support after the event.

9.4 Seclusion and isolation

Seclusion means preventing a student from leaving a room or area. It is a restrictive intervention and is not routine behaviour management. It may be used only as an immediate safety measure where lawful and necessary, with continuous supervision, regular welfare monitoring and release as soon as the risk has reduced. Reflect and internal exclusion are supervised educational arrangements and must not become unlawful seclusion.

9.5 Recording, reporting and review

Every use of restraint and every use of seclusion is recorded. Significant uses of force are reported and reviewed. Recording includes the reason, risks, de-escalation attempted, staff involved, duration, method, injuries or medical action, student account, parent communication and follow-up.

Parents and carers are informed in writing, normally on the same day. Where informing a parent may result in significant harm to the student, the Principal consults the Designated Safeguarding Lead and records the decision and alternative safeguarding action. Staff and students are offered appropriate debrief and support. Leaders review patterns and plans to reduce recurrence.

9.6 Staff training

Staff receive training appropriate to their role. Only staff with suitable training should use planned restrictive techniques. In an unforeseen emergency, any member of staff may use reasonable force within the law, but must summon help and report the incident immediately.

10. Recording, monitoring and review

10.1 Correct record for the purpose

System	Use
Bromcom	Positive behaviour, behaviour incidents, classroom sequence outcomes, detentions, Orange Cards, removals and ordinary support or monitoring information.
MyConcern	Safeguarding, welfare and child protection concerns; searches for statutory prohibited items; child-on-child abuse and other information requiring safeguarding oversight.
Statutory exclusion record	Suspensions, permanent exclusions, formal notices, provision, representation and governing body processes.
Restrictive intervention record	Use of force, restraint or seclusion, parent communication, medical action, debrief and review.

Information is factual, necessary, proportionate and stored in the correct system. Sensitive safeguarding information is not duplicated into a general behaviour entry. Relevant decisions may note that safeguarding information was considered without revealing unnecessary detail.

10.2 Data quality

Records identify the behaviour, context, action, reason, student response, follow-up and responsible adult. Staff avoid labels, speculation and language that could not be explained to the student or parent. Records are completed promptly and corrected if inaccurate.

10.3 Monitoring and equality review

Leaders will use behaviour information to identify emerging patterns, review whether responses have been effective and ensure recurring concerns have a named member of staff responsible for follow-up. Detailed monitoring and review arrangements are set out in Culture in Practice.

Leaders review recognition, removals, detentions, Reflect, internal exclusion, suspensions, permanent exclusions, searches and restrictive interventions. Analysis considers subject, time, location, staff or cohort patterns and relevant student groups, including SEND, disability, disadvantage, ethnicity, sex and care status. Leaders use this evidence to improve teaching, routines, support, training and policy application.

10.4 Staff support and assurance

Staff receive induction, regular practice and feedback on Culture in Practice. Leaders sample records, observe routines, review follow-up and listen to students and staff. Inconsistency is addressed through coaching, clarification or management action as appropriate.

10.5 Review of this policy

The Local Governing Body reviews the policy annually and sooner where legislation, statutory guidance, safeguarding learning, equality analysis or operational evidence requires change. Student, staff and parent views are considered as part of review.

11. Complaints

Concerns should first be raised with the relevant member of staff or leader so that they can be resolved promptly. Formal complaints are considered under the college complaints procedure. A complaint about a suspension or permanent exclusion does not replace the statutory representation and review routes. Safeguarding allegations and whistleblowing concerns follow their specific procedures.

Appendix A. Uniform, presentation, equipment and PE

The blazer, school tie and PE top are the minimum branded items. Other items must be plain, without visible logos, patterns or embellishment unless stated. Families experiencing difficulty should contact the college for confidential support, including access to loan or second-hand uniform.

A1. College uniform

Required or permitted item	Standard
Blazer	Plain black blazer with school logo. Worn unless the published summer arrangement applies.
Tie and shirt	School tie; white collared shirt with top button; shirt long enough to remain tucked in.
Trousers	Plain black smart school trousers. Smart school trousers are not tight, skinny or stretchy.
Skirt	Plain black straight or pleated school skirt at or below knee length. Not tight, rolled, adjusted shorter or made from stretchy material.
Shorts	Plain black tailored or school knee-length shorts. Sports shorts are not uniform.
Shoes	Plain black, flat shoes or trainers. They must be safe, discreet and without coloured panels, prominent logos or embellishment.
Socks or tights	Plain black socks or plain black tights.
Optional knitwear	Plain black V-neck jumper or sleeveless V-neck jumper under the blazer. No sweatshirt, hoodie or visible logo.

From the return after Easter until the end of the summer term, students are not required to wear the blazer. Tailored shorts may be worn throughout the year. Sports shorts are never an alternative to uniform shorts.

A2. Presentation and appearance

- Uniform is worn smartly. Shirts are tucked in and top buttons fastened.
- Year 11 may wear the school-approved plain black business suit and Year 11 tie under published arrangements.
- Hair must be safe and suitable for learning and practical activities. Natural, cultural and religious hairstyles are respected. Long hair is tied back where safety requires.
- Students may wear one plain stud or one small hoop in each ear. Facial and nose piercings are not permitted but an agreed reasonable adjustment may apply for a short period of time (See appendix H).
- A wristwatch may be worn. Jewellery must be removed where required for PE, practical work or safety.
- Religious or medical jewellery is considered through an agreed adjustment and remains subject to necessary safety controls.
- Make-up must be discreet. Nail varnish, nail extensions and acrylic nails are not permitted.

A3. Everyday equipment

Every student brings	Recommended
• School bag; • Pencil case; • Two black or blue pens; • Pencil; • Ruler; • Rubber; • Sharpener; • Highlighter; • Glue stick; • Colouring pencils; • Scientific calculator.	• Reading book; • Water bottle containing still water; • Hair tie where needed; • Clear pencil case for public examinations.

A4. PE and Games kit

Compulsory	One additional layer for relevant activities	Optional or activity-specific
• Gold and black polo shirt with logo; • Black shorts or skort; • Trainers; • Hair tie for long hair.	• Gold and black rugby shirt; • Plain black rugby shirt; • Gold and black round-neck sweatshirt; • Plain black round-neck sweatshirt; • Black fleece with logo.	• Shin pads; • Gum shield where required; • Football boots; • Plain black jogging bottoms or leggings; • Long black sports socks; • College waterproof jacket.

All jewellery is removed for PE. A student unable to participate because of injury should still bring kit and a parent or carer note, unless an agreed medical arrangement states otherwise. The student may participate through an appropriate coaching, analysis or officiating role.

A5. Resolving concerns

Staff check for a valid temporary pass or clear parent communication, direct an immediate correction and make uniform or equipment available where possible. If staff are unsure, they check with the designated senior uniform lead before agreeing a one-off exception.

A pass identifies the item, reason and expiry date. Repeated passes or concerns trigger parent contact and review of support. Financial hardship is never handled publicly.

Appendix B. Positive behaviour categories and Reward Stages

B1. Category rules

Category	Points	Use
Positive Learning Behaviour	+1	Everyday positive learning and values.
Exceptional Learning or Improvement	+2	Exceptional quality, effort, improvement or response to feedback.
Representing the College	+3	Formal representation at an event or activity.
Service to College or Community	+3	Voluntary action that benefits others.
Exceptional Contribution or Leadership	+5	Rare, high-impact contribution or sustained leadership.

B2. Reward Stages retained for 2026/27

Stage	Threshold	Recognition
1	50 points	Postcard home.
2	100 points	Letter home from the Achievement Lead.
3	200 points	Bronze certificate and badge in assembly.
4	350 points	Silver certificate and badge in assembly.
5	500 points	Gold certificate and badge; Principal's Award.
6	700 points	Platinum certificate and badge; invitation to the Principal's Celebration Lunch.
7	1,000 points	Governor Award and invitation to receive the award from a governor.

Additional end-of-term, end-of-year and graduation recognition may be published annually. These awards supplement the categories above and do not change the points awarded for a single action.

Appendix C. Behaviour sequence: staff reference

Step	Purpose	Suggested concise language	Record or follow-up
Reminder	Clarify and redirect.	“This is the instruction. Thank you.”	No formal record unless a pattern requires it.
Warning	Make the next step predictable.	“This is a warning because… Please correct it now.”	No formal record unless required locally.
Consequence	Apply a certain, timely response.	“The behaviour has continued. You now have a subject detention.”	Log reason and detention on Bromcom; complete same day where practicable.
Orange Card	Protect learning through removal.	“You have chosen not to correct… You will now be removed.”	Request Call In; record Orange Card; lunchtime detention normally same day.
Immediate removal	Protect safety or respond to a serious incident.	“You are being removed because… We will discuss this when everyone is safe and calm.”	Call In; factual record; investigation and parent contact.

Every removed student should be able to say why the decision was made, even if they disagree with it.

Appendix D. Lost Learning: Punctuality to lessons

1. Purpose

Bassingbourn Village College expects students to arrive at lessons on time and ready to learn.

Punctuality is an important part of the College's behaviour culture. Repeated lateness, even where individual incidents involve only a small number of minutes, results in lost learning over time. It can also disrupt lesson starts, affect engagement and reduce the learning time available to other students.

The purpose of the Lost Learning approach is to:

- reduce lateness to lessons;
- reduce the amount of curriculum time lost through lateness;
- identify and address patterns of internal truancy;
- improve the consistency and quality of lesson starts;
- strengthen student responsibility for punctuality;
- identify students who may require additional support where lateness becomes persistent.

The College seeks to distinguish between unavoidable or authorised lateness and lateness that is avoidable and unauthorised.

2. Expectations

Students are expected to:

- move promptly and purposefully between lessons;
- arrive at lessons within the permitted movement time;
- enter lessons ready to learn;
- ensure that any authorised delay is recorded by the member of staff responsible;
- take responsibility for improving their punctuality where concerns have been identified.

Staff will reinforce these expectations consistently across the College.

3. Registration at the Start of Lessons

Teachers will take the lesson register within the first three minutes of the lesson.

Students who are not present when the register is taken will initially be recorded as absent in accordance with the College's registration procedures.

Where a student subsequently arrives, the register will be amended to show that the student arrived late. The number of minutes late will also be recorded.

Lost Learning time is calculated from the official start time of the lesson.

4. Authorised and Unauthorised Lateness

When a student arrives late, staff will establish whether the lateness is authorised or unauthorised.

Authorised lateness

Lateness will be treated as authorised where the student has been legitimately delayed by a member of staff and this has been recorded in the student's diary.

An authorised lateness will be recorded using an **A** in the notes section.

Authorised lateness does not contribute towards the student's Lost Learning total.

Unauthorised lateness

Where a student arrives late without evidence that they have been legitimately delayed by a member of staff, the lateness will be recorded as unauthorised.

An unauthorised lateness will be recorded using a **U** in the notes section.

The number of minutes missed through unauthorised lateness will contribute towards the student's weekly Lost Learning total.

5. The Three-Minute Movement Rule

Where students are moving between 50-minute lessons during the school day, they are provided with three minutes to move from one lesson to the next.

Students therefore have the full three-minute movement period in which to arrive at their next lesson.

A student will be recorded as late where they arrive after this three-minute period.

Where lateness is recorded, the number of minutes lost is calculated from the official start time of the lesson rather than from the end of the three-minute movement period.

The movement period is intended to allow students sufficient time to travel between teaching areas. It should not be regarded as additional social or break time.

6. Weekly Lost Learning Threshold

Unauthorised Lost Learning will be tracked for each student across the weekly monitoring period.

Where a student accrues **15 minutes or more of unauthorised Lost Learning within one week**, they will be required to attend a **one-hour Senior Leadership Team detention on Friday after school**.

The detention is a response to the cumulative amount of learning lost rather than simply the number of occasions on which a student has been late.

This allows the College to respond proportionately while reinforcing that repeated small periods of lateness can result in a significant loss of education.

7. Continued Concerns

The Lost Learning detention forms the first stage of the response to repeated unauthorised lateness.

Where concerns continue following the detention:

1. the pattern of lateness will continue to be monitored;

2. parents/carers may be invited to meet with the College;
3. the reasons for continued lateness will be explored with the student and family;
4. appropriate support may be provided through the College's inclusion processes;
5. where lateness continues despite intervention and support, the student may be placed on a targeted behaviour report.

The aim of escalation is to address the reason for the behaviour and improve punctuality, rather than simply applying repeated sanctions.

8. Support and Reasonable Consideration

The College recognises that there may be individual circumstances that affect a student's ability to arrive at lessons on time.

Where a pattern of lateness indicates that there may be an underlying barrier, staff will seek to understand the reasons for the lateness and consider appropriate support.

Where lateness is legitimately authorised by a member of staff, it will not contribute towards the Lost Learning threshold.

The application of this appendix should therefore combine clear expectations and accountability with appropriate consideration of individual circumstances.

9. Monitoring

The College will monitor Lost Learning data to identify:

- individual students with repeated or increasing lateness;
- the cumulative amount of curriculum time being lost;
- patterns of internal truancy;
- students requiring additional intervention or support;
- wider patterns that may require a whole-school response.

The effectiveness of the Lost Learning approach will be considered through reductions in lateness and learning loss, improved lesson starts, improved engagement and stronger student accountability.

10. Communication with Parents and Carers

Parents and carers will be informed of the College's approach to Lost Learning and the expectations regarding punctuality.

Where a student reaches the weekly Lost Learning threshold, parents/carers will be informed that their child is required to attend the Friday SLT detention.

Where punctuality remains a concern, the College will seek to work with parents/carers to identify barriers, reinforce expectations and agree appropriate support.

11. Relationship to the Behaviour Policy

Punctuality to lessons forms part of the College's wider expectations for student behaviour and readiness to learn.

This appendix should therefore be read alongside the main Behaviour Policy and the College's wider systems for behaviour, inclusion and support.

The College's approach is based on a simple principle:

Students should be in lessons, on time and learning. Where learning time is repeatedly lost without an authorised reason, that time will be recognised, monitored and addressed.

Appendix E. Examples of serious or persistent behaviour

This list guides judgement and is not exhaustive. It does not create automatic sanctions. The response depends on severity, impact, evidence, context, previous patterns, support needs and the statutory tests that apply.

Area	Examples
Aggression, violence and intimidation	Fighting; assault; threats; coercion; aggressive pursuit; intimidation of a student, staff member or member of the public.
Abuse and discrimination	Verbal abuse; harassment; racist, religious, sexist, homophobic, biphobic, transphobic or disability-related abuse; targeting a protected characteristic.
Bullying	Repeated intentional physical, verbal, relational, prejudicial or online harm involving an imbalance of power.
Sexual misconduct	Sexual harassment; sexual violence; harmful sexual behaviour; upskirting; unwanted touching; sharing sexual images.
Safety and prohibited items	Weapons; dangerous items; fireworks; drugs; alcohol; tobacco, vapes or nicotine products; misuse of fire alarms or safety equipment.
Property and dishonesty	Theft; serious or repeated damage; fraud; deliberate interference with another person's property; malicious allegations.
Learning, attendance and order	Persistent disruption; serious defiance; repeated internal truancy; leaving site without permission; serious misuse of technology.
Off-site and online	Conduct on transport, visits, in uniform or online that threatens another person, affects the college community or seriously damages good order or reputation.

Appendix F: 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.

The Principal, or a member of staff authorised by the Principal, may search a student or their possessions without consent where there are reasonable grounds to suspect possession of a statutory prohibited item or an item identified in the College's published rules as searchable. At Bassingbourn Village College, such searches will ordinarily be carried out by an authorised member of the Senior Leadership Team. Staff will always seek the student's cooperation first.

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.

- Tobacco-free nicotine pouches, e-cigarettes and vapes.

- Stink bombs, water bombs or water pistols
- Lighters and matches
- Mobile phones and smart devices that are not switched off and secured in the student's Hush Pouch, subject to agreed medical, accessibility or educational adjustments.
- iPods or MP3 players and headphones that are visible.
- Banned items of clothing identified in the College 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 College'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.

F1. 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.

A search will normally be carried out by an authorised member of staff of the same sex as the student, with another member of staff present as a witness. A search by a member of staff of the opposite sex or without a witness is permitted only where there is a reasonable belief that serious harm may be caused if the search is not carried out urgently and it is not reasonably practicable to meet the usual safeguards. The reason must be recorded. A search conducted without a witness must be reported to another member of staff 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.

Reasonable force may be used to conduct a search only where this is lawful, necessary and proportionate, and only when searching for an item prohibited by statute. Force must not be used to search for items prohibited solely under the College's rules. Any decision to use force must be assessed and recorded individually, taking account of the risk of harm and less restrictive alternatives. 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.

F2. 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 College will not seek parental permission before searching a student.

Where police involvement is being considered, the Principal or acting Principal and the Designated Safeguarding Lead should be consulted wherever practicable. The College will consider whether police involvement is necessary and proportionate, including the impact on the student's welfare. Police searches are undertaken under police powers and the decision to conduct them rests with the police. College staff will advocate for the student's safety and wellbeing, support the involvement of an appropriate adult where legally required and ensure parents are informed in accordance with guidance and safeguarding considerations.

F3. 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 prohibited by statute will be recorded on MyConcern, whether or not an item is found. Searches for items banned solely by College rules will be recorded on the appropriate school system unless a safeguarding concern is identified. The Designated Safeguarding Lead or deputy will be informed of searches for statutory prohibited items and any safeguarding risk identified.

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.