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## **SAWSTON VILLAGE COLLEGE**

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### **BEHAVIOUR AND DISCIPLINE POLICY**

THIS POLICY WAS APPROVED:	AUTUMN 2025
THIS POLICY WILL BE REVIEWED:	AUTUMN 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	CLARE GREANEY

## **Sawston Village College**

### **Behaviour and Discipline Policy**



**Sawston**  
Village College

#### **Rationale**

Sawston Village College seeks to deliver an excellent standard of education for all pupils, regardless of race, religious beliefs, social background, gender, disability or ability.

The Governing Body, Principal and staff of Sawston Village College believe that in order for effective teaching and learning to be available to all, high standards of behaviour in all aspects of school life, are essential. This Behaviour and Discipline Policy establishes, for the benefit of pupils, parents and staff, the broad principles that underpin the College's approach to behaviour and consequences, by which successful learning is promoted.

#### **Statement of Shared Values**

**Positive relationships** lie at the heart of an effective school and support each individual to do their best academically and personally. How we communicate with each other is one of the most important factors. Fairness, trust and mutual respect are essential to creating an encouraging and positive community. All members of the College community have the right to be safe, cared for and supported. Learning is a partnership between pupils, parents and the College. It can only take place in a calm, orderly environment. All members of the College community have joint responsibility for the success of the school and its pupils, and for building trust and a positive relationship between the College and the wider community.

Our ethos is strong: we believe firmly that all pupils have a right to learn and we strive to create a positive, inclusive environment in which pupils can further progress in fulfilling their potential, seize opportunities given to them and achieve excellence within and beyond the College. To succeed in this, we have very **high expectations** and a rigorous response to any behaviour which falls short.

Alongside these high expectations, it is essential that we take a trauma informed approach to managing behaviour, being mindful that every child has a context, and maintain **positive regard** for our young people. Understanding the needs of each individual, including any Adverse Childhood Experiences (ACEs), and the impact they may have had on the child underpin our relational approach.

#### **Core Principles**

##### **Sawston Village College Code of Conduct (The Sawston Way)**

Pupils have a responsibility to:

- be kind to all members of the school community: pupils, staff and visitors;
- be positive about themselves, and others, willing to work together to find solutions;
- be brave and ask for help if they need it or if they think someone else might need support;
- be punctual and attend school every day;
- be prepared to learn, fully equipped and ready to give everything a go;
- be focused and work to the best of their ability, even if I find tasks challenging;
- be supportive of others, enabling them to be able to succeed, flourish and thrive;

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- be respectful of all members of the College and wider community, valuing diversity and difference;
- be ready to follow all the College's rules and consequences, without challenge, and with good grace;
- be thoughtful and considerate;
- be careful of their language, ensuring they are polite and courteous;
- be safe, ever mindful of their actions and potential harm or risk to their self or others;
- be smart, wearing the full uniform in accordance with the College dress code;
- be a good citizen, respecting the College environment, helping to keep it clean, tidy and litter free;
- and, in doing all the above, make a positive contribution to the College and its wider community.

Parents/carers have a responsibility to:

- ensure that their child is wearing uniform which complies with our policy: nose piercings; leggings and short skirts are not permitted;
- encourage their child to embody our CARE values, being respectful to staff and other pupils;
- support the College's policies on bullying, behaviour and discipline, including the full range of consequences set out in this policy;
- encourage their child to respect all members of the College community, irrespective of their sex, sexuality, race, religion, ability and other characteristics;
- remind their child that they represent the College when wearing their uniform, including when travelling to and from school.
- provide their child with equipment they will need, such as a pencil case and stationery;
- provide their child with a suitable environment to complete their homework, or make the College aware if this is not possible;
- support their child to develop good homework habits, for example by monitoring Satchel:one and encouraging them to speak to their teacher if they are stuck;
- inform the College if their child does not have access to IT at home in order to complete their home learning;
- attend parents' evenings and engage in dialogue with the College about their child's progress;
- and, recognise success and achievement.

College staff have a responsibility to:

- treat pupils and parents/carers with respect;
- ensure good quality teaching and to promote an enjoyable, engaging and stimulating classroom experience for pupils of all abilities and backgrounds;
- provide regular assessment of pupils' work and to provide advice on how to improve;
- keep pupils safe from bullying or harassment in any form;
- help ensure a quiet, calm atmosphere in the classroom and around the College;
- provide a clean and pleasant working environment;
- consistently apply the College's policies on bullying, behaviour and discipline, including the full range of consequences set out in this policy;
- and, apply rewards in a fair, transparent and consistent manner without discrimination.

College Leaders have a responsibility to:

- be visible at the College, engaging with pupils and their parents/carers with respect;
- review and evaluate the behaviour policy, taking into account the views of pupils, staff, parents and Governors;

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- ensure that all College staff understand the behaviour expectations and the systems in place to enforce these;
- induct new staff clearly into the College's behaviour culture and systems so that they feel confident in their roles;
- provide any appropriate training for staff in order to help them to meet their duties and functions within this policy.

The Governors of the College have a responsibility to:

- ensure that the College's Behaviour and Discipline Policy (and related policies) are not discriminatory, are communicated to all relevant stakeholders and are effective in supporting good teaching and learning;
- listen to the views of pupils, parents and staff in keeping the policy under review and when making amendments;
- scrutinise behaviour data as presented on a termly basis to ensure that systems are effective and fair to all pupils;
- and, set the ethos, aims and values of the College.

### **Promoting Learner Responsibility: the CARE values**

Alongside the Code of Conduct, pupils are also expected to consider the CARE values. The CARE values are the character virtues pupils are asked to reflect on and develop during their time at Sawston Village College. They are:

**Community:** take part

**Ambition:** aim high

**Respect:** be kind

**Endeavour:** work hard

The CARE values are incorporated into assemblies, curriculum plans and communication opportunities around the College and provide a context for praise and celebration.

### **College Behaviour Code of Conduct**

Appendix One outlines the main rules which inform pupil conduct in and around the College. The College will communicate these to pupils and parents every year through the College website. Amendments to the Code of Conduct will also be communicated to pupils and to parents, via the College newsletter.

### **Rewards**

Central to the creation and maintenance of a positive ethos in the College is the consistent and transparent implementation of a rewards system, which identifies and celebrates a wide range of achievement. Consequences and punishment alone will not have the desired effect of promoting good behaviour and conduct. Through House Points, Praise Cards, House Certificates, celebration assemblies, Sawston Pledges, Prize Giving Evenings, public and private acknowledgement of success measured against the principles established in the Code of Conduct and in the CARE values, the College will seek to include all those deserving of praise and so improve their motivation and engagement.

To achieve these aims, the College has developed a Rewards Policy to operate alongside this Behaviour and Discipline Policy.

## **Consequences for poor behaviour choices**

Staff from all Anglian Learning schools have been trained on the principles of **'Positive Regard'**. These principles are based on the work of American Psychologist, Carl Rogers.

When applying positive regard, it is crucial to recognise signs of stress, trauma and emotional imbalance in young people.

We empathise with the root cause of challenges and use a model of relational practice and positive behaviour support to repair relationships, build trust and decrease the signs of stress in children and young people. This increases their focus and engagement in teaching and learning, as well as increasing their opportunities to achieve in all aspects of their lives.

Positive Regard is underpinned by a model of 'Regulate, Relate, Repair' which is focused on relationships, language, de-escalation and taking a restorative approach.

This does not mean, however, that poor behaviour has no consequence at Sawston Village College. The College will seek to modify behaviour through a variety of means, such as praise and celebration; communication of its core values and behaviour codes. However, inevitably the College will, on occasions, be required to apply consequences to improve behaviour and reinforce with pupils the importance of their own good conduct, the right of other pupils to learn and the right of teachers to teach.

## **The Legal Framework and Department for Education Guidance**

The College will strive to work with parents at every opportunity to support positive behaviour and discipline in the College and the wider community. The College is working to national guidance in the form of the Education and Inspections Act 2006 which states that the right to regulate pupils' conduct and impose consequences does not depend on individual parental 'permission'. The right derives from being a member of the College staff or being an authorised volunteer on College business such as trips and visits.

The law expects schools to take into account a pupil's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that pupils with a disability are not placed at a substantial disadvantage in comparison with pupils who are not disabled; this imposes a duty to make 'reasonable adjustments'. Furthermore, the College will undertake to fully explain the consequences of poor behaviour, Individual Alternative Education Plans (IAEPs) and Pastoral Support Plans (PSPs) to SEND pupils to help modify their actions.

For pupils who do not conform to agreed standards of behaviour, various levels of consequence, which move beyond restorative conversations, are available to staff. There may be a meeting with the pupil, parents and College staff in addition to a consequence listed in the table below. It is the College's policy, to apply consequences fairly and consistently with staff using their professional judgement to take into account the context of the child and the situation. The College believes that this approach reflects true equity, making 'reasonable adjustments' on very rare occasions where a pupil's trauma or disability has limited their understanding of the consequences of their actions.

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<b>Consequence</b>	<b>Description</b>
Break and lunchtime detentions	<p>In the event that warnings have not modified behaviour or that the initial poor behaviour was significantly disrupting the learning of others, detentions at break and lunchtime may be used. These may be imposed on the same day as the offence and do not require notification to parents. The duration of these break time detentions should be no longer than 10 minutes, giving pupils time to go to the toilet and be on time to their next lessons. Lunchtime detentions will take place in the first 30 minutes of lunchtime and allow pupils time to get lunch and go to the toilet afterwards. They may be 15 or 30 minutes in length.</p> <p>The following staff have been authorised by the Principal to impose detentions:</p> <ul style="list-style-type: none"> <li>● all teachers including trainee teachers;</li> <li>● Heads of House/ Year Leads;</li> <li>● Cover Supervisors; and</li> <li>● Teaching Assistants with cover responsibility and responsibility for small group teaching.</li> </ul> <p>Whole class detentions are not permitted.</p>
After-school detention (ASD)	<p>This is a significant College consequence, lasting 60 minutes and held after school, in the Reset Room. Pupils placed in ASD are likely to have been withdrawn from a lesson for poor conduct ('referred to the Reset Room'), or have engaged in extremely poor behaviour in and around the College site. Pupils may also be issued with an ASD for significant or persistent lateness to school and/or lessons. Pupils who fail to attend a lunchtime detention will be issued with an ASD as an escalation.</p> <p>The law allows teachers to issue detentions to pupils, including same-day detentions, and parental consent is not required. The College will however give 24 hours' notice to parents via automated email from GO 4 Schools so that suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.</p> <p>Where there is particular difficulty about transport home, the timing and date of a detention may be the subject of negotiation between parents and the Behaviour Officers but this does not remove the College's right to detain.</p> <p>Detentions will be reasonable and proportionate to the offence. In the event of dispute, the Principal or another member of the Senior Leadership Team is authorised to issue a ruling. There is no legal right of appeal against detentions. Whilst most ASDs are for one hour, serious breaches may result in two hours.</p> <p>Where pupils fail to attend ASD, they will be given one further chance to attend their ASD at the next available session - this will be communicated to parents/carers. Failure to attend the second ASD without good reason will result in isolation in the Reset Room for one day.</p>

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<b>Consequence</b>	<b>Description</b>
Ban from using school buses	In cases of repeated poor behaviour or serious one-off incident the school in accordance with Local Authority guidance may impose a temporary or permanent ban on using school buses.
Community service	<p>Any pupil responsible for damaging or despoiling the College environment in any way would normally be expected to undertake an appropriate form of community service, usually working with the site or cleaning teams. In such cases, due attention is paid to appropriate health and safety considerations.</p> <p>Occasionally, community service is also given to pupils when it is deemed to be a more effective punishment in that individual's case.</p>
Isolation in the Reset Room	Pupils may be placed in the Reset Room for a period of isolation. For example, two referrals from the classroom on the same day via the Reset Room system or for repeated poor behaviour will result in one day's isolation. Pupils will be expected to work in silence on work provided by teachers and other staff. Parents will be informed by telephone and/or automated email from GO 4 Schools, and may be asked to attend a meeting in school to discuss behaviour.
Internal suspension	Pupils may be withdrawn from lessons, breaks and lunchtimes in order to work on their own in the College's staffed internal isolation room (Reset room), outside the Principal's office or in Compass House. There is no legal right of representation against internal suspension. Parents will be informed by telephone and/or automated email from GO 4 Schools, and may be asked to attend a meeting in school to discuss behaviour.
Suspension and permanent exclusion	<p>Serious incidents of indiscipline or repeated lower level misconduct in accordance with guidance may result in suspension from College. A pupil may be suspended for up to 45 days in any one school year. Permanent exclusion may be imposed in response to the most serious forms of misconduct and/or in situations where fixed term suspensions have not brought about the required change in a pupil's conduct.</p> <p>At all times the College follows DfE and Local Authority guidance on exclusions.</p> <p>Only the Principal or Deputy Principals (or the person with responsibility for the College in the absence of the Principal) may suspend or exclude pupils. In practice, suspensions and exclusions are usually considered and recommended to the Principal by the Senior Leadership Team.</p> <p>When a suspension or exclusion is issued parents will be notified of this via telephone and in writing without delay. If a pupil has a social worker, or is looked-after, their social worker and/or VSH, will be notified without delay. The local authority will also be notified in the case of all suspensions and exclusions in writing.</p> <p>There is a legal right of representation against suspension and there is a right of appeal against permanent exclusion. This is made clear in letters to parents concerning suspensions and exclusions. Further details are readily available from the College and/or the Local Authority.</p>

<b>Consequence</b>	<b>Description</b>
	The Governing Body receives annual reports on suspensions and exclusions and deals with matters of appeal and review through members of its Discipline Committee.

### **Transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Every pupil should be supported to achieve the behaviour standards at Sawston Village College and will receive a clear induction process that familiarises them with the school behaviour culture when they start at the College, whenever this may be.

### **Support for Behaviour Improvement**

The College is committed to modifying poor behaviour and to enable pupils to make positive choices in terms of their conduct and learning.

Behaviour data is reviewed fortnightly by a team consisting of the Assistant Principal; Director of Safeguarding, Welfare and Pastoral Support; SENDCo and Year Leads. Where the behaviour of a pupil gives rise for concern, the pastoral team will consider implementing support and intervention to help with improvement and to enable effective monitoring.

This often involves placing the pupil on a monitoring report but may also involve additional mentoring from the Year Lead or other pastoral staff. The stages outlined in the table below are normally progressive. However, the College may accelerate its response in the light of very poor behaviour/serious one-off incident.

<b>Intervention</b>	<b>Description</b>
Targeted mentoring	Pupils will be offered more frequent mentoring should their behaviour start to become a concern to College staff. This may be from their mentor, Year Lead, Inclusive Development, SLT or a member of the SEND team.
Green Support Plan (SP)	These are a vital part of our behaviour system and are designed as a supportive, preventative measure to help pupils focus on areas causing concern or for those pupils who need to focus on an aspect of their school life. It is important that they are seen as a first step to help pupils address any concerns or to record successes in key areas. Pupils may request to be placed on Green SP. Mentors, in collaboration with the Year Lead, should administer a Green SP. The mentor will agree on the targets with the pupil and parents should be informed. Mentors are responsible for monitoring. Green SPs must not last longer than two cycles. If appropriate, failure to meet targets on a Green SP can result in a pupil being placed on an amber report. This will depend on the focus of the Green SP. Where pupils display

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	universally poor behaviour, a Green SP is not appropriate and the pupil should be placed on Amber Report in the first instance.
Subject Report	Subject leaders may place pupils on a subject report to monitor their progress and attitude in that particular subject area. Year Leads should be notified and parents will normally be informed by the Subject Leader (SL). Where there is no improvement, it is likely the pupil will be interviewed by the SL and Year Lead, with escalation as required to SLT line manager.
Amber Report	Pupils who do not make required progress on green support plans ('Green SP') will be placed on an amber report. Pupils who require intervention to correct poor behaviour across a number of subjects will be placed on amber report without the need to first be placed on a Green SP. Amber reports will be managed by the Year Lead. Measures to support pupils to address their behaviour will also be sought. Parents should be involved in devising or agreeing targets and monitoring of the report. However, there is no expectation for a parent meeting. Amber reports will last no more than two cycles. If a pupil does not correct their behaviour within this time, then they will be placed on a red report. It is not necessary to wait until the end of two cycles before placing a pupil on red report.
Red Report	<p>Red reports are for serious breaches or sustained breaches of behaviour. They are the last stage before a pupil is moved on to a Pastoral Support Plan (PSP). Only Year Leads or members of SLT may place a pupil on red report.</p> <p>Pupils do not have to have been on an amber report before being placed on a red report.</p> <p>Red reports are likely to be in response to behaviour such as:</p> <ul style="list-style-type: none"> <li>● defiance;</li> <li>● sustained rudeness and sustained lack of co-operation;</li> <li>● failure to engage at all in learning;</li> <li>● aggressive, threatening or dangerous behaviour;</li> <li>● incidents of extreme behaviour.</li> </ul> <p>If a pupil is on a red report, parents/carers must be invited to meet at the start of the process and after each cycle to review progress. The SLT Link must be involved in the parental meetings with the Year Lead. Supportive measures, such as mentoring or counselling, will be discussed to help the young person address behavioural challenges. The Year Lead is responsible for monitoring the red report. A red report may last up to three cycles. If the red report does not correct behaviour then the pupil will be placed on a PSP.</p>
Pastoral Support Plan (PSP)	<p>The PSP is a single process of sixteen weeks intensive support.</p> <p><b>PSP (Stage 1):</b> For pupils who are at risk of permanent exclusion from mainstream schooling, a Pastoral Support Plan will be enacted. Using the pro-formas and protocols of the Local Authority, parents will meet with a member of the SLT, Year Lead and SENCO (where necessary) to formally develop a PSP. The purpose of the PSP is to</p>

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	<p>reduce poor behaviour and enable a young person to remain within education.</p> <p><b>PSP (Stage 2):</b> Where pupils are not achieving the targets set by the PSP process, the Principal will become involved in the process, adjusting the targets as appropriate. Pupils and parents will be made aware of the seriousness of this situation. At this point, the College will begin considering alternative strategies which may include permanent exclusion, permanent exclusion from mainstream education, or a managed move to another education provider, or alternative education pathways e.g. CRC. The College will consult its partners in the East and South Cambridgeshire Inclusion Partnership to seek a resolution to the benefit of all parties but which ultimately supports the maintenance of good behaviour at the College.</p>
Compass House (pupil support unit)	<p>Pupils may be directed to work in Compass House as part of a planned intervention for behavioural or pastoral reasons or because they are at risk of exclusion. The aim of this intervention is to improve behaviour and maintain learning with the goal of successfully reintegrating the pupil back into mainstream lessons. This may be used as a part-time or full-time alternative provision package.</p>
Off-site direction	<p>Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school.</p> <p>Off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time will be discussed and agreed upon as part of the planning phase for an off-site direction.</p>

### **Child-on-child abuse**

All pupils at Sawston Village College have the right to feel safe from abuse from adults and from their peers. Child-on-child abuse, in any guise, will not be tolerated at the College and any such negative behaviours will be dealt with in line with the systems outlined in this document. Any incidents involving child-on-child abuse will be immediately referred to the College Safeguarding Team to decide on the appropriate next step for the victim and the perpetrator.

Staff are trained on how to recognise the different types of child-on-child abuse such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent;
- upskirting, and
- initiation/hazing type violence and rituals.

Staff are also trained on the College's policy on how to respond to these concerns if they become aware that child-on-child abuse has, or may have, taken place. Events will be logged on the school safeguarding recording system My Concern.

Pupils are made aware via their PSHE lessons, age-appropriate assemblies and mentor time the types of behaviour which are unacceptable and why. They are also informed via these avenues what they should do to report any concerns they have about abuse. Pupils can report to any member of staff they feel comfortable speaking with, this will often be the relevant Year Lead but pupils are also made aware of the Safeguarding trained staff in College and where they are located.

### **Staff induction, development and support**

The College is committed to providing staff training and support to develop effective behaviour strategies and the teaching of good behaviour. All new staff will receive behaviour management training which is available to all staff and encourages good behaviour through a mixture of high expectations, positive relationships, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Staff will also be supported against malicious allegations.

### **Use of reasonable force**

Members of staff have the power to use reasonable force as a last resort to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

### **Resolution of Disputes**

The College wishes to work in partnership with parents to support behaviour. Where parents have concerns about the application of the Behaviour and Discipline Policy, they are encouraged to first seek resolution with a member of the College's Senior Leadership Team. If the dispute has not been resolved successfully, parents may lodge a formal complaint with the Principal, and then if required with the Chair of Governors. Suspensions and exclusions are separate to this procedure and parents are directed to the relevant appendix to this Policy.

### **Review**

This policy will be subject to formal review by SLT and Governors every year.

***Policy approved by the Local Governing Body on: 23 September 2025***

***Next review: Autumn 2026***

**Appendices**

1. College Rules to Support The Sawston Way
2. Behaviour Beyond the School Gates
3. Confiscation Guidance
4. Detention Guidance
5. Internal Exclusion Guidance
6. Suspension ('Suspension') Guidance
7. Restrictive Interventions, Reasonable Force and Seclusion

## **Appendix 1**

# **COLLEGE RULES TO SUPPORT *THE SAWSTON WAY* (CODE OF CONDUCT)**

### **Uniform**

You must wear the correct uniform, including shoes, at school and on the way to and from College. There is a full uniform list in your planner.

Outdoor coats may not be worn in classrooms. Hoodies may not be worn at any time.

### **Movement in College**

It is very important that everyone moves around school sensibly and with consideration for others, avoiding areas where over-crowding might lead to risks to safety.

- Keep to the left in corridors, in stairwells and in doorways, unless otherwise instructed.
- Don't run in or around the school buildings or in and out of the buildings.
- Keep to pathways.
- Use the correct staircase in the Edinburgh Wing.
- Keep off all grassed areas: the only exceptions to this are: the school field which is generally in use from March to October; the area between the Library and the canopy; and the area next to the tennis court. Please note, these last two areas are intended to be used as quiet social spaces and not for games.
- Enter the Music and Drama block from the playground only; the 'Octagon' is not a throughway.
- Don't cycle in the school grounds. Only mount your bike once you have reached New Road and always look out for traffic in either direction before doing so.

Please remember that the Fountain Court and Library Court are heritage areas and not to be used for games. Similarly, many members of the local community visit Fountain Court to access Reception. It is important that the impression they have of our College is positive.

### **Eating and drinking in College**

You may eat in the Dining Hall at morning and lunch breaks. You may eat outside, using the picnic tables provided. You may drink water in lessons, unless there is a risk to health and safety or to expensive equipment e.g. in Science or ICT lessons. Please note, you may not drink anything other than water in lessons; fizzy or energy drinks are not allowed in College. You will not be allowed to leave lessons to fill your water bottle.

Please put your litter in the bins provided. Chewing gum is not allowed in College.

### **College buildings, fittings and furniture**

It is the responsibility of all of us to make sure that these stay in good repair.

- Only adjust blinds or heating if a teacher gives you permission.
- Report any damage to Reception immediately.
- Make sure that your table and chair are neatly arranged at the end of each lesson.

## **Indoor lunchtimes**

If the weather is poor, you will be instructed on where you may go; this may include using your mentor room during the lunch hour for quiet activities. For reasons of health and safety, Technology classrooms and Science Laboratories may not be used without supervision. Pupils whose mentor rooms are not available on wet days should use the indoor space appropriate for their year group.

## **Rules for social and indoor spaces in the lunch hour**

Year 7 and 8 pupils may use the Henry Morris Hall; it is better to be outside if you can. You may eat your packed lunch in the Hall if you wish. The Hall is not intended as a play space. Everyone who uses it must take a seat and sit down with their friends. It is essential that you stack your chair and put any litter in the bin provided when you leave the hall.

Years 9 and 10 may use the Multi-purpose Hall during wet lunch hours. Again, that is intended as a quiet space for socialising; all pupils using it must be seated. Please note that you are not allowed to eat in the Multi-purpose Hall unless under adult supervision, as it is also a PE space.

The Marven Centre will be opened for Year 11 pupils when the weather is really poor. There are also picnic tables across the site.

## **Leaving school premises**

You may only leave during the school day if you have written permission from a parent, authorised by your Year Lead, for you to go home for lunch or to keep an authorised appointment. In the case of an appointment, you must sign out at the Pupil Attendance Office before leaving.

## **For reasons of safety you must never leave College without permission**

At the end of the school day, it is important to keep the College entrances clear, also for reasons of safety. Similarly, pupils who wait in the playground for the buses must wait in the designated bus queue areas. Everyone must stay clear of the buses as they enter, manoeuvre in the playground and leave.

## **Ball games**

The field may be used for ball games and other recreational purposes during the lunch hour in the first half of the Autumn Term and in the Summer Term, weather and underfoot conditions permitting and provided that litter is put in bins. Ball games are not allowed on the playground because of the risk of injury to pupils or damage to windows. They may be played on the Astroturf and tennis courts with the permission of the PE Department. Table tennis is allowed on the outdoor tables; pupils should bring their own equipment.

Please note, rough contact games are not to be played at any time because of the risk of injury.

## **Behaviour in lessons**

Teaching and learning require a calm, orderly environment to be successful. Every pupil has responsibility for maintaining that. Any pupil who disrupts others' learning must expect to be given a consequence. This may take the form of an after school detention. Parents will be given 24 hours' notice of that and are expected to give their permission. Any pupil who fails to attend

detention on the due date will be isolated during break and lunchtime the following day in addition to completing the original detention on the next detention evening.

### **Smoking/drugs/alcohol**

Smoking is viewed as a very serious breach of school rules. Pupils who bring smoking or vaping materials (for example, cigarettes, lighters, matches, vapes etc) into College or immediate vicinity when in uniform, who smoke or who are in a group of pupils who are smoking will be issued a consequence for breaking the rules. Repeated breaches of the rules are likely to result in more serious consequences. Confiscated smoking material will not be returned.

The possession or use of unprescribed drugs, illegal substances or alcohol during the school day will be treated as an extremely serious offence and will result in a temporary exclusion from school. Any attempt to sell or provide such substances to other pupils may result in permanent exclusion and will involve the police.

### **Internet safety**

All pupils must sign the ICT acceptable use policy. It is extremely important that you do nothing in an ICT room or while using the school's computer network that causes a risk to you, to other pupils or to the network. Your teacher will underline the rules to you at the start of term. There will be serious disciplinary consequences for any pupil who compromises the College network in any way. Further, any pupil who takes photos or a film of any activity in a classroom or on College premises without permission is likely to be excluded temporarily from College. Similarly, the posting of such photos or films on any social networking site will have serious consequences for the individual or group who posted them.

### **Personal property**

Your property is your responsibility. Use your locker. To avoid loss or damage, we do not allow you to bring to College any valuable items, such as tablets, computer games or anything which might disrupt lessons. Similarly, it is viewed as a very serious breach of College rules if you bring into College anything which might cause harm or upset to other pupils, for example, laser pens, knives or pellet guns, even toy ones which could be mistaken for the real thing. Bear in mind that the police will be informed if items are considered potential weapons. We expect you to leave other people's property alone. Please note that most items confiscated by staff will be returned after 24 hours and only to a parent. Repeat offences will result in a longer period of confiscation, initially a week.

### **Mobile Phones**

Please note that mobile phones are not allowed to be used in College or on site until 3.30pm. They must be switched off and left in bags, never in pockets. Should you need to contact home as a matter of urgency, please ask Reception staff who will be happy to allow you to make a telephone call from the office free of charge. The same rules on confiscation apply to mobile phones as to the items listed above: mobile telephones confiscated by staff will be returned after 24 hours, unless it is a Friday when it will be returned at the end of the day. Repeat offences will result in a longer period of confiscation, initially a week.

### **Punctuality**

This is a large site, so you need to move swiftly at lesson changeover. If you are late to a lesson, the most important point to remember is that you should not interrupt the work of the class. If you are late because another teacher has asked to see you, ask that teacher for a note. If you are late you should do the following:

## **FOR RATIFICATION AT LGB 12 MAY 26 - APPENDIX 7**

- sign in at the Pupil Attendance Office;
- move swiftly to your lesson.

### **Illness during the school day**

Reception staff are not legally allowed to provide any form of pain relief. They are first-aid trained to enable them to deal with injury or to assess whether a pupil is so ill, they have to go home. If you feel really ill during the course of the school day, you must have the written permission of your teacher before you report to Reception.

Similarly, Reception staff will only administer medicines that have been prescribed by a doctor. Any such medicines that you have to take during the school day should be handed in to the office in their original container. You should go to the office between lessons to take them. Only in exceptional circumstances should you interrupt your own or others' learning to go to the office.

### **Attendance**

Regular attendance at College is of vital importance both on educational grounds and in preparation for future life. If leave of absence is required for any reason other than illness a request for this should be sent to the Year Lead with as much notice as possible.

Please note that holidays in term time cause a great deal of disruption to your learning. They can only be authorised in special circumstances by your Year Lead or by a member of the Senior Leadership Team.

If you are absent from College for any reason your family should telephone or write to the Attendance Officer to make them aware of your absence.

It is your responsibility to catch up on any work you miss because of absence.

### **College trips**

You will be offered many opportunities to take part in trips during your time at the College. It is important that you understand that:

- the school reserves the right to withdraw you from a trip if your behaviour in school has been poor;
- College rules apply on all College trips;
- if you behave poorly on a trip, it is likely that you will face school consequences on your return and that you will be banned from future trips.

**This is *all of our* College. We expect that you will work with all staff to make it the best it can be.**

## **Appendix 2**

### **Guidance on Dealing with Behaviour beyond the School Gates**

The College is committed to ensuring its pupils behave with respect in the local community, demonstrating our core aims and values and making a positive contribution. The College will use its statutory powers to uphold those values while protecting the reputation of the school.

#### **What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The College's behaviour and discipline policy sets out what the school will do in response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the College's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - undermines the authority and position of a member of staff or
  - could adversely affect the reputation of the school.

The College will also consider the involvement of Police, to reinforce the school's position, especially if the behaviour in question has been of an anti-social nature, leading to others being intimidated or inconvenienced. The Police will act in support of the Principal; however they retain discretion to act independently in accordance with the law and their powers of investigation and arrest.

## **Appendix 3**

### **Guidance on Confiscation of Prohibited Items**

#### **1. Prohibited items**

1.1 Under the terms of the College's Code of Conduct and the law, pupils are prohibited from bringing on to the school site, or having in their possession when in College uniform or an organised school visit (residential/non-residential) various items and goods.

1.2 Prohibited items as stated in the DfE publication 'Searching, Screening and Confiscation Advice for schools' July 2022 are as follows:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil);
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

1.3 In addition to the items above, the school prohibits the following as not being conducive to effective teaching and learning and the maintenance of good discipline:

- mobile phones;
- quantities of food and drink for distribution and self-profit;
- material of a racist, sexist/sexual or homophobic nature;
- vapes / any other smoking paraphernalia;
- aerosols.

#### **2. Establishing grounds for a search**

2.1 Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. At Sawston Village College these staff are: the Senior Leadership Team, Heads of Year and Designated Safeguarding Leads.

2.2 Authorised staff can only undertake a search if they have reasonable grounds for suspecting that a pupil may have in their possession a prohibited item. The authorised member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2.3 School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

2.4 When exercising their powers, staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with

Special Educational Needs (SEN) and make reasonable adjustments that may be required where a pupil has a disability.

### **3. Before Searching**

3.1 A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item as outlined above, or if the pupil has agreed.

3.2 The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

3.3 Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

3.4 The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

3.5 If a pupil continues to refuse to co-operate, the member of staff may issue a consequence to the pupil in line with the College's behaviour and discipline policy, ensuring that they are responding to misbehaviour consistently and fairly.

3.6 If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

3.7 If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in section 1.2 above but not to search for items which are identified only in section 1.3.

3.8 The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

3.9 It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

### **4. During the search**

#### **4.1 Location of a search**

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

## **4.2 Authorised staff present**

4.2.1 As stated by law, the member of staff conducting the search **must be of the same sex as the pupil** being searched. There must be another member of staff present as a witness to the search.

4.2.2 There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

4.2.3 If a member of staff conducts a search without a witness they should immediately report this to the Principal, and ensure a record of the search is kept.

## **4.3 Extent of the search**

### **4.3.1 A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.**

4.3.2 The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

4.3.3 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags. A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees.

4.3.4 If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in section 1.2 and any items identified in the school rules and listed in 1.3 for which a search can be made.

4.3.5 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

4.3.6 The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search (strip search) going further than that, which only a police officer can do.

4.3.7 Before calling police into school, staff should assess and balance the risk of a potential intimate search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for an intimate search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct an intimate search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

## **5. After a search**

5.1 Whether or not any items have been found as a result of any search, staff should consider whether the pupil requires any specific support.

5.2 If staff have safeguarding concerns about the pupil they should follow the child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

5.3 If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation.

5.4 If a pupil is found to be in possession of a prohibited item listed in 1.2 then the staff member should alert the designated safeguarding lead (or deputy) and the behaviour should be dealt with in line with the school's behaviour policy to ensure consistency of approach.

5.5 Any search by a member of staff for a prohibited item listed in paragraph 1.2 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, My Concern, including whether or not an item is found.

5.6 There is no legal requirement for the College to keep records of all searches in addition to those being logged on My Concern.

## **6. Telling parents and dealing with complaints**

6.1 The College is not required to inform parents/carers before a search takes place or to seek their consent to search their child.

6.2 The College will inform the individual pupil's parents or carers where items listed in section 1.2 are being searched for and if they are found, though there is no legal requirement to do so.

6.3 Complaints about searching should be dealt with through the normal College complaints procedure.

## **7. Confiscation of prohibited items**

7.1 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 1.2 and 1.3); or
- is evidence in relation to an offence.

### **7.2 Prohibited or illegal items**

7.2.1 **Controlled drugs and other harmful substances** will be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs.

7.2.2 **Alcohol, tobacco, cigarette papers or fireworks**, will be retained or disposed of as deemed appropriate by College staff and will not be returned to the pupil.

7.2.3 If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

7.2.4 Items found which are believed to be **stolen** will be delivered to the police as soon as is reasonably practicable or returned to the owner.

7.2.5 **Weapons** or items which are evidence of a suspected offence will be passed to the police as soon as possible.

7.2.6 **Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage** to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of based on the member of staff's best professional judgement.

7.2.7 Members of staff should use their judgement to decide to return, retain or dispose of any **other items banned under the school rules**.

### **7.3 Electronic devices**

7.3.1 Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

7.3.2 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 refer the case immediately to the Designated Safeguarding Lead (or deputy).

7.3.3 If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

7.3.4 In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

7.3.5 In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

## **Appendix 4**

### **Guidance on Detentions**

Detentions, during and after the school day, are an important means of ensuring good discipline in the College. Detentions may take the form of short break or lunchtime detentions; longer detentions of 30 minutes over lunchtime and after school detentions.

#### **What the law allows**

Teachers have authority to issue detention to pupils, including same-day detentions.

The College should make clear that detention (including detention outside of school hours) can be used as a possible consequence. A detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch break);
- the Principal has communicated to pupils and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times:
  - a) any school day where the pupil does not have permission to be absent;
  - b) weekends during term - except a weekend during, preceding or following the half term break; or
  - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

#### **Other relevant guidance**

The Principal can decide which members of staff can issue detentions. At Sawston Village College, all teaching staff and Year Leads are empowered to place pupils in detention. In addition, Cover Supervisors and Teaching Assistants may place pupils in lunchtime detention.

Parental consent is not required for detentions that satisfy the conditions mentioned in bullet points above. Where the detention is after school, the College will give parents 24 hours' notice. The College does not have to inform parents of a lunchtime detention.

The College must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil, though it is not required to adjust detention arrangements accordingly.

With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

## **Appendix 5**

### **Internal Suspension Guidance**

#### **Rationale**

Sawston Village College aims to reduce the number of pupils disciplined using suspension. While it is strongly committed to the retention of this disciplinary procedure to deal with very serious breaches of the behaviour code, the College is of the view that for the majority of significant behavioural events, internal suspension, by isolation in Compass House, is a much more effective consequence.

The reasons for this position are as follows.

In Compass House pupils will be expected to work, either independently or with adult supervision, on a variety of tasks linked to the school curriculum.

Compass House provides a place of safety and educational provision, not available at home.

Isolation in Compass House is intended to be a robust alternative to suspension for the vast majority of behaviour issues, not as an easier option. Although pupils have access to suitable break and lunch opportunities, and to go to the toilet when it is appropriate and sanctioned by staff, pupils will remain isolated and in silence throughout their period in the isolation room. Failure to follow the rules of Compass House will result in a longer period of isolation or suspension from school.

#### **Aims of Internal Suspension**

1. To reduce the likelihood of repeated poor behaviour
2. To punish poor behaviour
3. To support teachers and other staff in maintaining high standards of discipline, teaching and learning
4. To provide supervision and education provision for those isolated from mainstream school

#### **Reasons for Internal Suspension**

The following list is not intended to be exhaustive but to be illustrative as to the reasons why pupils may be placed in internal exclusion.

- Repeated failure to follow the College Code of Conduct, including breaches of the uniform policy
- Use of offensive language
- Violent conduct
- Sexual harassment or violence
- Defiance/rudeness to staff or visitors
- Significant classroom disruption
- Bullying
- Any other form of child-on-child abuse
- Dangerous behaviour

#### **Procedures for Internal Suspension**

In deciding whether internal suspension is the most appropriate consequence, the College will apply the same standards and approaches that would apply in the event of suspension. Members of the Senior Leadership Team will decide on any possible referral to Compass House, carrying out a thorough investigation beforehand and being satisfied that on the

balance of probabilities, internal suspension is the most appropriate and effective consequence to be applied. Where there is any doubt, the opinion of the Principal (or Deputy Principal) should be sought.

The pupil will then be escorted to Compass House, and placed into the supervision of the Inclusion Manager. The pupil will leave their bag and coat downstairs and they will need to demonstrate they do not have a mobile phone on their person. They will then be informed of the rules for Compass House, including access to toilets and food/drink. Pupils will then work, with or without the support of an adult, in isolation on materials either provided by the Inclusion Manager or by classroom teachers. However, it is expected that pupils will work independently and appropriately in all circumstances.

The member of the SLT will then contact home and arrange a readmission meeting with the parent and pupil, at a time convenient to the College. A pupil may not return to school until that meeting has taken place although it is at the discretion of SLT member whether the pupil returns to Compass House until that meeting has taken place. It is not acceptable however to officially extend the period of isolation until the parent is able to undertake the readmission meeting. A letter will then be sent home confirming the reason for internal suspension, together with the date and time of the readmission meeting. The Chair of Governors will also receive a copy of this letter.

The Inclusion Manager will usually conduct an exit interview for each pupil in Internal Exclusion. Pupils will need to demonstrate an awareness of why they were placed in Compass House and also recognise that their behaviour needs to be modified. It may also suggest strategies for improvement, which can be discussed at the readmission meeting.

### **Failure to work effectively in Compass House**

The College will view any failure to follow the rules in internal suspension very seriously. Internal suspension is a significant consequence and as such pupils must be prepared to work as directed and demonstrate the seriousness of what has happened that has led to them being placed in Compass House. The Inclusion Manager will inform SLT of any pupils behaving inappropriately. In consultation with the Principal or Deputy Principal, pupils may have their period in Compass House extended or, alternatively, suspension may be considered a more appropriate response for a pupil who will not conform to the College's expectations and is also proving disruptive to other pupils in isolation/support in Compass House.

### **The Readmission Meeting**

The readmission meeting will be led by the SLT member responsible for the initial decision to internally exclude, together with the relevant Year Lead and SENDCo if appropriate. The purpose of the meeting is to establish from the pupil an understanding of why the College felt it was necessary to take the step of internal exclusion, an awareness of how the pupil felt about being in Compass House and a clear willingness to avoid similar mistakes that led to internal exclusion in the first place. Concrete actions to support the pupil should also be in place by the end of the meeting, from the College, pupil and parent.

If, at any point during the meeting, the pupil does not show suitable awareness of the impact their behaviour had on others or their own learning, and/or there does not seem to be a recognition that this behaviour should not take place in the future, the SLT may decide to return the pupil to isolation for a longer period or, for more serious defiance and lack of co-operation, decide on suspension, subject to approval from the Principal or Deputy Principal.

## **Complaints**

Internal suspension is an accepted school based consequence and, subject to relevant educational and other legislation, parents have no right of appeal against the College's decision to internally suspend a pupil. Internal suspension is also not required to be entered onto a pupil's official school record. However, parents who have concerns about an internal suspension decision may contact the Principal. If the matter is still not resolved to their satisfaction, parents may then contact the Chair of Governors in accordance with the College's Complaints Procedure.

## **Review and Evaluation**

The College will keep the use of internal suspension under constant review. Reports on the number of suspensions and reasons for them are produced monthly, and are also reported to governors on a termly basis. The College also undertakes a quality assurance review of the activities of Compass House.

## **Appendix 6**

### **Suspension Guidance**

#### **Introduction**

The College is committed to reducing the number of suspensions and using internal suspension as an alternative. However, there may be occasions when suspension is the most appropriate consequence to be applied for poor behaviour. This guidance is provided for the benefit of staff and parents/carers in incidents where suspension is being considered or where it has been used.

#### **What is Suspension?**

Suspension is a period of time when the pupil is not allowed to attend school or be close to the premises of the school before, during and at the end of the school day. Typically, suspension will be for a period of one-two days, as this is considered more effective in modifying poor behaviour. However, longer periods of up to five days may be appropriate in certain circumstances.

For periods of suspension beyond five days, the Chair of Governors and the LA Inclusion Manager should be consulted. In addition, full time education must also be provided for any young person.

#### **Who may legally authorise a suspension?**

The Principal (or, in his/her absence, the Deputy Principal) may authorise a suspension.

#### **Circumstances warranting suspension**

The circumstances when a suspension may be appropriate can be summarised as follows:

- verbal abuse of staff (including via ICT);
- physical abuse of staff/pupils;
- sexual harassment or violence;
- racism;
- bullying;
- any other form of child-on-child abuse;
- continued high level defiance of school rules and other consequences;
- possession/distribution of prohibited items and substances.

#### **Procedure for authorising a suspension**

The Principal (or his/her deputy) will carry out a full investigation of any incident, taking into account any mitigating circumstances and any relevant impact of recognised disability or Statement of Special Educational Need. Witnesses should be encouraged to write witness statements as should the pupil accused of the behaviour violation, if this is practical and appropriate. At all times the protection of witnesses should be paramount. The Principal should then weigh up the evidence, allowing for pupil reliability, consider the full facts of the event and establish, on the balance of probabilities, what is most likely to have occurred.

The Principal should then consult the relevant guidance to confirm that a suspension is the most appropriate response and also consider any alternatives to suspension, the risk to the child from being at home (especially Looked After Children) and whether other agencies should be involved. No decision should be taken in the heat of the moment and where appropriate complex decisions should be tested by other members of the SLT and/or Chair of Governors. The College will also give due considerations to the impact on public examinations in the event of a suspension from school.

The pupil should then be informed of the decision and placed in the Reset Room. Parents should then be informed of the outcome, the incident in question and the time and date of the readmission meeting. Parents may give permission for children to go straight home. Where this is authorised, a note of the time, date and parent should be made confirming the decision. Where the child may be risk, it must be insisted that parents collect the child.

The Reset Room must be informed straight away so that a letter can be generated on the system. For the most serious cases, or where communication with home has been challenging, letters should be sent by recorded delivery.

The Local Authority will also be notified in the case of all exclusions, in writing, as soon as possible.

If a pupil is looked-after, then their social worker and/or VSH, will be notified as soon as possible and have the right to attend any governing board meetings taking place which are relevant to the pupil's exclusion.

The Principal will, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

### **Readmission to the College**

Legally, a pupil may return to school before the readmission meeting has taken place although it is at the discretion of SLT member whether the pupil returns to Compass House until that meeting occurs. It is extremely desirable that a pupil does not return until that meeting has happened. Parents will be invited to attend.

### **The Readmission Meeting**

The readmission meeting will be led by the Principal or Deputy Principal together with the relevant Year Lead and SENDCo if appropriate. The purpose of the meeting is to establish from the pupil an understanding of why the College felt it was necessary to take the step of suspension, an awareness of how the pupil felt about being out of school and a clear willingness to avoid similar mistakes that led to suspension in the first place. Concrete actions to support the pupil should also be in place by the end of the meeting, from the College, pupil and parent.

If, at any point during the meeting, the pupil does not show suitable awareness of the impact their behaviour had on others or their own learning, and/or there does not seem to

be a recognition that this behaviour should not take place in the future, the SLT may decide to return the pupil to isolation.

### **Appeals against suspension**

The College follows the current guidance provided by the Local Authority and Department of Education. Parents have a right of representation to the Local Authority Inclusion Manager.

### **Alternatives to Suspension**

A number of options will be considered in response to a serious breach of behaviour policy.

- a. Restorative justice, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion.
- b. Internal suspension (see additional guidance on the College's approach to Internal Suspension).
- c. Reduced timetable.
- d. Managed move to another school to enable the pupil to have a fresh start in a new school. The Principal may ask another head teacher to admit the pupil. This will only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors, SCIP and the LA, and in circumstances where it is in the best interests of the pupil concerned.

Parents will never be pressured into removing their child from the College under threat of a permanent exclusion, nor should pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in this guidance have been adhered to or unless a managed move has been agreed by all the relevant parties.

### **Cancelling suspensions**

The Principal may cancel a suspension that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where a suspension is cancelled, then:

- Parents, the governing board, and the LA will be notified without delay and, if relevant, the social worker and VSH;
- Parents will be offered the opportunity to meet with the Principal to discuss the circumstances that led to the suspension being cancelled;
- A report will be made to the governing board once per term on the number of suspensions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling the Governing body to have appropriate oversight and;
- The pupil will be allowed back into school.

### **Review and Evaluation**

The College will keep the use of suspensions under constant review. Reports on the number of suspensions and reasons for them are reported to governors on a termly basis to allow them to challenge and evaluate what the data is telling them about the school. This will

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focus on the number of events and analysis of key groups involved in events such as pupils with SEND, different ethnicities and those who are disadvantaged.

## **Appendix 7**

### **Restrictive Interventions, Reasonable Force and Seclusion**

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

#### **1. Our approach**

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

#### **2. Core principles**

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame a situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

#### **3. Definitions**

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

#### **4. Lawful use of reasonable force**

All members of staff have a legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

#### **5. Seclusion**

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others. It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced. All incidents of seclusion must be recorded and reported. Sawston Village College will record all incidents through internal tracking systems and will log on My Concern. Parents will be informed of any incidents of seclusion by either phone call or email either on the day, or the day prior to the planned seclusion.

#### **6. Pupils with SEND and additional vulnerabilities**

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

#### **7. Recording and reporting**

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions. Parents will be informed in writing as soon as practicable, normally the same day. These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

#### **8. Post-incident support and repair**

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

## **9. Oversight and assurance**

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.