



## **BEHAVIOUR FOR LEARNING POLICY**

### **Respect, Participate Learn**

Policy Owner	Paul Sutton
Approved By	Curriculum, Teaching & Learning committee
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## 1 GOVERNORS' STATEMENT

The purpose of this statement is to give guidance to the Principal in drawing up the Behaviour Policy by stating the principles which Governors expect to be followed. It has been updated to include the following current Legislation, statutory requirements and guidance

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The new Education and Inspections Act tackles a growing culture of 'you can't tell me to do that' amongst children and parents and gives schools clear guidance on their rights and responsibilities to discipline their students.

The purpose of the policy is to fulfill the Board of Governors' duty of care to students and employees; to promote high standards of achievement and attainment, and to preserve the reputation of the College as a community where students are safe and healthy, can enjoy and achieve, make positive contributions to society and are prepared for the future.

The Principal will use their discretion to ensure that appropriate sanctions and support are in place to demonstrate that poor behaviour is not acceptable and to enable students who misbehave to reflect on their behaviour and to make better choices in the future.

### Aspirations

Clyst Vale Community College is a Rights Respecting School (RRS) this Ethos underpins all aspects of college life. The College's prime purpose is to offer the highest possible standards of learning. This requires a calm & purposeful atmosphere in which **all** Respect, Participate and Learn (RPL)

We pride ourselves on our friendly, caring and supportive culture. We aspire to encourage students to learn independently, unimpeded by less than acceptable behaviour. Teachers must be allowed to teach, and students to learn. We also aspire to promote a sense of social responsibility and to ensure the welfare and safety of all students and staff in the college. We invite parents to work with us to meet these ends. Self-discipline is promoted through the tutorial program, assemblies and pastoral support.

Ideally, the management of unacceptable behaviour should allow students to reflect on their actions and consequences. We expect the Principal and colleagues to address any unacceptable behaviors:

- For the sake of the student, whose future will not be well served by the implicit condoning of anti-social behaviour.
- For the interests and welfare of other members of the College community.

## **2.0 The College Mission and aims of the policy**

- To raise standards of achievement through improvement to teaching and learning.
- To provide extensive opportunities for all members of the College and wider community to participate and succeed.
- To prepare members of the College community for life, and for the next stage of their lives.
- To use current and future technologies to the maximum effect for the whole community.

The College's mission is based on an underlying commitment to inclusive education and the safeguarding of all members of the community, regardless of how different or challenging individuals may be.

### **Aims of Behaviour for Learning Policy**

- To enable learning to take place without disruption.
- To encourage a calm, purposeful, safe, happy and positive atmosphere within the College.
- To encourage a caring environment where achievements at all levels are valued, all can learn, and the few don't disrupt the majority.
- To encourage independence and self-regulation in order to enable each student to take responsibility for their own behaviour.
- To encourage a consistent approach to Behaviour for Learning amongst all members of staff, students and parents.

CVCC can only be a successful College if the community is well ordered, and student behaviour is of the highest standard. All teachers and support staff working at Clyst Vale have a responsibility to maintain high standards of behaviour and have an important role in providing the high-quality education that motivates students and allows them to achieve this potential.

Essential to maintaining high standards is the building of positive relationships with parents. Early and proactive contact by phone, email or a meeting where there are concerns can, in most instances, prevent problems in the future.

Parents are encouraged to sign the 'Home/College Agreement'. Non signing does not exempt students from College sanctions. There is no longer a statutory obligation for home school agreements to be in place following the Deregulation Act 2015.

### 3.0 BEHAVIOUR FOR LEARNING

#### Introduction

Statutory powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. This power is granted to all members of staff, extends to volunteers in College and where practicable, to staff disciplining our students outside College. Individual teachers are responsible for the students in their care. Effective teaching and learning minimizes poor behaviour, and the essential ingredient of good behaviour is the creation of positive relationships within the classroom.

#### Rewards

Common sense and experience suggest that praise and encouragement are more effective than sanctions in maintaining good behaviour and creating effective learners. The College has a rewards system which reflects this.

Verbal/personal praise is very effective on an individual basis and/or in assemblies. Positive comments in books are a useful way to praise students.

#### Formal rewards

There is a formal system of reward on Bromcom for all students. Praise points are awarded for **Respect, Participation and Learning**. They may be awarded in or out of lessons.

**Appendix 1** Praise and Reward illustrates how and by whom points may be awarded along with associated rewards

Points are collated by the Tutors/HOY who facilitates the appropriate reward

Other forms of Praise include;

- Each year group from 7-11 has a formal celebration of achievement. Students are rewarded with certificates and trophies for academic, attendance and social achievements.
- Student work and activities/clubs are prominently displayed in classrooms and around the College.
- Press releases are sent to the local press, who are invited to college where there are exceptional examples of student achievement. Displays can be seen in Reception and in the Principal's office.
- Participation in the end of Summer Term activities week.

- Staff nominate student of the week (names are published on weekly newsletter).
- Tutors nominate ‘unsung heroes’ from their groups for a yearly celebration of those who always try their hardest, but do not always win the prizes.
- Commendations in parents’ newsletter and student bulletin.
- Principal’s commendations
- Governors’ commendations

### **Behaviour for Learning in the Classroom**

- Lessons should be varied, differentiated, have clear objectives and have progress at their heart. This will ensure that students are alert, engaged and able. They will know what success looks like and be able to demonstrate good learning habits.
- Teachers should make clear what their expectations are, treat the students with respect, fairness, and never make personal comments.
- Student behaviour may be criticised but not the student.
- Staff should ensure that all students are familiar with the **Rights Respecting School Ethos** and that they understand the code “**Respect, Participate, Learn**”
- This will be introduced by Tutors and Heads of Year and regularly reinforced by all College staff.
- All teachers are aware of the SEND register and the Pupil Passports of students with SEND, and plan their lessons accordingly.
- The physical layout of the classroom should be attractive and conducive to learning and should display student work.
- Praise and rewards should be used more than sanctions.
- Teachers decide where students sit and implement a seating plan for each class.
- Books and other teaching materials are treated with respect and not defaced. Teachers should be vigilant in monitoring this.
- Teachers will ensure that students enter classrooms in a sensible manner, remove outer garments, do not chew, and have mobile phones, iPods and other electronic devices switched off and in their bags.
- Teachers will ensure that students listen respectfully when the teacher is giving instructions; this is essential for good classroom management.

- Teachers will not set whole class punishments.

Inevitably, there will be instances of poor behaviour. Appropriate sanctions and referral routes through for all staff are set out clearly in the “**CVCC RPL Behaviour—Teacher Guide**” document **Appendix 2**

In the first instance, behaviour is the responsibility of the classroom teacher. If the incident is serious a student will be instructed to report immediately to Room 29 (isolation) if the incident is serious and requires immediate support, an Emergency Callout can be made by contacting staff in Room 29 or if necessary sending a ‘runner’ to reception.

Staff use of Bromcom to promptly record positive and negative behaviour is essential and will enable early intervention by Teachers, Tutors, Heads of Subject or Heads of Year in cases of persistent poor behaviour.

### **Behaviour Management:**

We aim to improve behaviour and reduce low level disruption to learning. We believe that early intervention and regular contact with parents based on a robust Behaviour for Learning system (RPL) will contribute significantly to this. This will be based around a two-path system. The vast majority of students will follow Path 1, a small minority will follow Path 2. In these cases, a Lead Member of Staff will be allocated to ensure that appropriate strategies and support are put in place.

More serious incidents may short-cut this system and lead to a fixed-term suspension or permanent exclusion, even if it is a one-off event.

### **Detentions**

- Detentions will be used as a sanction in accordance with the RPL code. These may be at Lunch or After School. Detentions will be coordinated by the Behaviour Support staff responsible for Room 29
- After School Detentions will be set on the next day. The College will always contact parents/carers to inform them of this sanction either by phone, email or the Parent App. Only in exceptional circumstances will this moved to another time.

### **Seclusion/Isolation**

The College operates a seclusion room (Room 29) in which disruptive pupils are placed for reasons outlined below in accordance with the RPL code

- Pupil is instructed to leave the Lesson following final warning for RESPECT
- A member of SLT has removed a student from a lesson or incident.

- A serious incident has occurred and the pupil is placed in Room 29 whilst it is being investigated.
- The pupil has been internally isolated for a fixed period of time (usually one day) following a serious incident
- The student has a College detention

### **Withdrawal of Privileges**

Throughout the academic year the College offers a range of extra curricular activities and individual responsibilities e.g sports teams, clubs and activities, trips, activities week and Prom(Y11), tutor captain, member of student council. In some cases, it may be appropriate to withdraw the opportunity to attend or retain the given responsibility as a sanction for poor behaviour. This would always be discussed with parents and student and any cost incurred e.g trip that has been paid would be refunded other than the Y11 prom.

### **Report Cards**

Report cards are a positive strategy used to enable students who are persistently failing to meet expectations back on track. The aim is to help the student re-focus on their behaviour, for a fixed period, with a view to improving it. Staff are asked to be positive wherever possible to raise self-esteem They run over a Two-Week period and require parental as well as student engagement.

Students who persistently fail to meet expectations in a particular subject area will be placed on subject report by their subject teachers. This report card is monitored by the Subject Leader, Form Tutor and parents.

In accordance with the RPL Code, the Head of Year and Tutor will respond to requests from a range of subjects for help with a student by putting the student on 'Tutor report'. Monitored by the Tutor, this report enables students to get back on track by gaining positive results in all subjects. Parents will always be informed when their child is on report. Targets will be set and parents asked to counter-sign the report card. The student on report should always present the card to the classroom teacher at the beginning of the lesson.

When students are causing concern in a number of subjects and tutor report has not been successful, the student will then be placed on Head of Year report. The Head of Year will contact parents/carers to discuss next steps. A decision will then be taken as to the most appropriate action (eg continue on report, path way 2, referral to Additional Support or other suitable intervention.)

A student is placed on Report to a member of SLT, if they continue to cause concern, or if appropriate when they have returned from a fixed term exclusion.

Poor behaviour outside the classroom, in breaks, lunchtimes, etc should be referred to the Tutor or Head of Year, depending on the severity of the incident, but dealt with



initially by the teacher encountering the incident. Any RPL warnings issued should be recorded on Bromcom.

### **Senior Staff 'On Call'.**

Where there is a serious incident of poor behaviour, particularly where there are issues of health and safety or where the offence is excludable, the College operates an Emergency 'on call' system. Room 29, should be called or a reliable student in the class should be sent, preferably with a note to ask for a member of SLT on call'. It is imperative that a member of SLT is informed of any serious incident before 3.20 pm on the day of occurrence.

### **Use of reasonable force**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

All members of College staff have a legal power to use reasonable force'. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a College organized visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder e.g.

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

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. It is important that any member of staff using restraint fills in an incident slip, held in the Serious Incident Book in the Deputy Principal's Office. All such serious incidents must be reported as soon as possible after the event. Statements will be taken from students, staff and witnesses. It is recommended that all staff try where possible to

get help before intervening in a dangerous situation. If that is impossible, then the rule is to use the minimum amount of force necessary to defuse the situation.

### **Searching, Screening and Confiscation**

On occasion it may be necessary to screen for, search for, or confiscate items that are prohibited.

- School staff can search a pupil for any item if the pupil agrees.
- The Principal and staff authorised by them have a statutory power to search pupil or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- Illegal drugs
- stolen items
- tobacco and cigarette papers
- nicotine substitute materials
- vapes
- fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

The above also applies to banned items, which may vary from time to time.

Banned items currently include;

- Energy drinks
- Chewing gum
- Aerosols

Individual students may be subject to a phone or smartphone ban.

The College follows the DFE guidance [Searching, screening and confiscation: advice for schools 2022](#) when any [PS1] searches are carried out. In line with this guidance confiscated items may be returned to an appropriate adult, destroyed or passed to the police. Any student bringing prohibited items to school may face a fixed term suspension or permanent exclusion as a result of their action.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised 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 the 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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) or pastoral lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act

as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **Attendance**

The College recognizes the link between attendance and attainment and staff work hard to keep attendance high. We aim to maintain whole college attendance at least in line with National averages and ideally between 94 and 95%. All students are registered twice a day and at the start of all lessons. This enables us to track absence quickly and monitor individual students' attendance. The Attendance Officer supports attendance with first day calling and welfare checks where necessary and has established close links with the Attendance Improvement Officer. (See Attendance Policy for further details).

## **4.0 BEHAVIOUR AROUND THE COLLEGE**

We are a Rights Respecting School and as such we expect that all students and staff are respectful of each other, and the college environment. To ensure this and safety at all times it is essential that students movement and behaviour around the College reflects this. We expect all members of the College community to;

- Not run around the site, particularly inside buildings.
- Not shout or behave in an antisocial manner.
- Keep to the left on stairways
- Place bags and other equipment in designated areas so as not to cause obstruction.
- Hold doors open, particularly for visitors, other adults, teachers and students with disabilities
- Treat the environment with care, not defacing or damaging College property and putting all litter in the bins provided.
- Realise that certain games on the field or playground could result in injury and should be avoided.
- Know that car parks are out of bounds.
- Not play music aloud.
- The College is a non-smoking or vaping site. Any student found smoking or vaping will have their smoking materials confiscated and destroyed. They will be banned from the area for up to ½ a term and receive a College detention

Misbehaviour around the College should be reported via Broncom to the Tutor or Head of Year, depending on the level of seriousness. A minor misdemeanor should be handled by the teacher encountering it.

Students are encouraged to look after the College environment, behave well and support one another, reporting poor behaviour to teachers.

## **5.0. BEHAVIOUR SUPPORT**

Some students will continue to challenge the structures and procedures set up within the College to manage behaviour. The College's management structure aims to provide clear referral routes when strategies are seemingly having little effect. External agencies can also lend support as appropriate.

- The Deputy Principal (Pastoral) has oversight of student welfare, the pastoral system, including the Heads of Year and Additional Support (with the exception of SEND and Medical students who are the responsibility of the SENCO).
- The Additional Support Team (Deputy Principal, SENCo, Skills Room Manager, Early Help Coordinator, Room 29 Coordinator, Counsellors and School Nurse) work closely with the Heads of Year in managing behaviour which relates specifically, but not exclusively to learning.
- The Additional Support Team focuses on students for whom alternative strategies eg Relational Pastoral Support Plans, modified curriculum, work experience, etc are deemed appropriate. Referral is through Heads of Year and SENCo.
- The College Counsellors and School Nurse are available for consultation where there are barriers to students' learning because of a range of issues.
- The engagement of external agencies provides a key role in the support systems where learning and behaviour issues are perceived as serious.
- The College also may use various alternative providers such as where all other in school strategies have been unsuccessful.

## **6.0 BEHAVIOUR AWAY FROM THE CLYST VALE SITE**

For most of the time when a student is not in College, responsibility for his/her behaviour rests with the parent or carer. Therefore, behaviour which would involve the College will tend to be more extreme or serious.

Clyst Vale's expectations, rules and policies extend to cover certain activities away from the College site. The following is an illustrative but not exhaustive list of circumstances where this might apply:

- The student is on a College-organised trip or activity (whether in uniform or not)
- The student is on the journey to or from the College.
- The cause of the behaviour is clearly linked to the College or a member of the College; for example, this may include bullying
- The student's behaviour brings the College into disrepute
- The consequences of the student's behaviour is likely to have a serious impact in College, particularly if it jeopardises the safety or welfare of others

Clyst Vale staff may discipline students outside the College grounds. Staff should exercise professional discretion in deciding on an intervention off the College site, always putting their safety and the safety of others first.



The full range of sanctions applies to students' behaviour off-site, including exclusion.

## **7.0 BEHAVIOUR ON COLLEGE TRANSPORT, TRAVELLING TO AND FROM CLYST VALE COMMUNITY COLLEGE**

Students should be aware that they are representing their parents and the College when they travel to and from Clyst Vale. Therefore, their behaviour should be in line with what is expected within the College.

Any infringements of the College disciplinary code of behaviour whilst travelling will be dealt with in the same way as infringements within College grounds and buildings. This may include detentions, parents invited in, a ban from transport, or the involvement of outside agencies.

***If a student's bus pass is withdrawn, parents become responsible for their child's transport to and from College.***

- All staff may discipline students outside the College grounds whether or not they are in uniform, on their way to and from College or on trips and visits related to the College curriculum. Staff should use professional judgment in deciding the nature of an intervention off the College site, always putting their own safety and that of other people first.
- Students travelling on bicycles or motorbikes must have written permission from home, confirming that the cycle is in good working order. Under no circumstances should cycles be ridden on the College site. Parking should be in the designated places.
- Students in years 7-11 wishing to catch a bus at a public bus stop, rather than in the College grounds must have permission letter signed and returned to the College before they are allowed to do so.
- Students requiring a lunch pass need to inform the Student Services Office. This privilege is only granted to students who live in Broadclyst who can walk home and return easily.
- Students should board buses in a sensible manner. No bus should be boarded unless it is safely parked in the bus park.
- Staff will monitor the loading of buses and indicate when they can leave. The Head of Year and SLT member in charge of duty will remain behind and supervise students if a bus is late.
- The College works closely with the bus contractors and Devon LA to maintain high standards of behaviour.

- Where appropriate, the senior member of staff responsible for buses should be involved if problems or disputes with bus drivers or companies escalate.

## 8.0 STAFF PROTOCOLS FOR CONTACTING PARENTS

To avoid duplication and the potential for misunderstandings, please follow the advice set out below. There are many occasions when a phone call or letter/email home from a member of staff is appropriate, this contact should always be of a professional nature.

- Teachers must show/discuss their letters/emails or potential phone call with their Subject Leaders or HoY before they are made/written.
- It is the teacher's responsibility to keep notes of any phone calls/emails.
- Proactive and early contact with parents is encouraged for positive and negative reasons. Staff should always keep notes and log any contact with home.

## 9.0 ANTI-BULLYING (see separate policy)

Clyst Vale Community College is a Rights Respecting School and believes that all students are entitled to learn in a safe and supportive environment. The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour which is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.

Bullying in an educational setting is defined by the DFE as

***“any sustained action intended to hurt another person either physically, mentally or emotionally.”***

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Students should:

- Show respect to every person in the College and avoid saying or doing anything which will hurt others.
- Report all incidents of bullying.
- Take every opportunity to show that they are against bullying and not follow the crowd or turn a 'blind eye'.
- Support College initiatives against bullying.
- Offer support to anyone they see being bullied.
- Advise the College about ideas which they think will help stop bullying.

Staff will:

- Show by example that they are committed to stopping bullying in the College.
- Create an atmosphere of trust and respect where students feel their concerns are taken seriously.

- Listen to complaints and concerns about bullying and take appropriate action, ensuring relevant staff are informed and that the complaint or concern is thoroughly investigated.
- Make sure that those who are being bullied are informed about what action has been taken.
- Make sure that visitors to the College are aware of the Anti-bullying policy and procedures for dealing with bullying.

Parents should:

- Expect the College to take bullying seriously
- Support the College in its policy against bullying, by discussing it with their child.
- Encourage their child to follow the College 'Code of Conduct'.
- Inform the College if their child is being bullied.
- Support the College in its actions against those who bully.
- Feel free to contact the College if they have a concern about bullying.

## 10. Suspensions and Exclusions

Clyst Vale Community College will conform to the latest DfE Guidance on Suspensions & Exclusion. Suspension refers to fixed-term and Exclusion to permanent exclusion. Only the Principal can suspend or exclude a student, and this can only be on disciplinary grounds.

The decision to make a fixed term suspension of five days or fewer is delegated to the Deputy Principal who is deemed Acting Principal if the Principal is temporarily absent from College, and only if the Principal cannot be contacted. For a longer fixed-term or permanent exclusion the decision remains with the Principal (or Acting Principal).

A decision to exclude a student permanently should only be taken:

***In response to a “one-off” serious breach OR persistent breaches of the College’s Behaviour Policy AND where allowing the student to remain in College would seriously harm the education OR welfare of the student or others in the College, including other students and/or members of staff***

### Reasons for Exclusion

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion and is not an exhaustive list.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual Misconduct
- Drug & Alcohol Related
- Damage
- Theft
- Persistent Disruptive behaviour
- Inappropriate use of social media or online technology
- Willful & serious disruption to the smooth running of the college.

## **11. MONITORING AND REVIEW CYCLE**

This policy will be monitored through HoY and SLT meetings by the Deputy Principal (Pastoral). It will be updated where necessary according to changes to the law, or to College procedures.

The Behaviour Policy should be formally reviewed every 2 years.

Next review date Sept 27

## **APPENDIX 1**

### **Respect Participate Learn**

- Praise points can be earned in the three categories R, P, L
- Values ranging 1,3,5,10.
- 1,3 awarded by teaching staff in or out of lesson
- 5, 10 awarded by HOY, HOD or SLT

Value	Example Criteria	Awarded by
1	Verbal praise for RPL Good work in lesson Being helpful (giving books out etc) Helping a peer Positive attitude etc.	All
3	Excellent homework Sustained effort/engagement in lesson Positive contributions to tutor group	All
5	Sustained effort over a ½ term Excellent exam marks Involvement in tutor activities sustained	HOSch/Sub
10	Attendance 100 Outstanding Achievement Participate in whole school event e.g. ambassador	HOY /SLT

Role	Praise Action
Tutor	<ul style="list-style-type: none"> <li>Responsible for <b>sending 3 praise emails (or phone calls)</b> a week in a dedicated tutor session whereby the group are undertaking an independent activity. Praise contact should be for each element of Respect Participate Learn.</li> <li>Tutor <b>actively celebrates students with SOTW</b> and rewards students with praise postcard, and a queue pass for the week. <b>1 per tutor group</b> given out on Monday am reg to be used from Monday – Thursday. <b>Plus add student of the week praise points.</b> (<i>Tutor to receive info from data team</i>)</li> <li>Tutor board with praise points on display</li> <li>Badges to be awarded by tutor</li> <li><b>KS4 tutors: let HOY know</b> ‘badge’ milestones in the <b>penultimate week of term Friday meeting</b> to have them entered into TERMLY raffle.</li> </ul>
Head of Year	<ul style="list-style-type: none"> <li>In <b>each HOY assembly</b> the HOY will announce the top 5 students in the year group for that period – data based on SIMs. Students will have names called out in assembly with public praise and picture/name added on electronic board.</li> <li>Students will also be rewarded with a <b>praise postcard and bag of sweets</b> (HOY discretion) in assembly.</li> <li>Students will be added <b>into raffle</b> which will be <b>drawn termly</b>.</li> <li><b>HOY can also give out commendations at any stage and names can be added to draw.</b></li> <li>Ask tutors once a half term for two names for unsung hero for the term. Hot chocolate/ juice/ biscuits with HOY</li> <li>KS3 – prizes – badges for 25pts, 50pts, etc. Reward afternoon either movie with cake, popcorn or a PlayStation afternoon using existing console and game that we have.</li> <li>KS4 – prizes – Amazon vouchers (25,15,10) as well as PlayStation reward afternoon.</li> </ul> <p><b>SW to be responsible for top tutor groups in each year for termly non-school uniform prize</b></p>
Head of Department	<ul style="list-style-type: none"> <li>HOD’s responsible for <b>sending 3 praise emails a half term in each year group for students</b> who have been recognised as participating in their learning to a great standard. Students should get commendation for this award (<b>put names into boxes in staff room for HOY to add to raffle</b>)</li> <li>HOD also <b>encouraged to award commendations</b> where appropriate. This is not always about those who have achieved highest grades but those who have put in max efforts and shown commitment to their learning.</li> <li>Nominate students in each year group for end of year assemblies</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>Teaching staff to ensure they are actively rewarding praise in lessons. Aim to give out 10 pp per day which roughly equates to 2 per lesson (easily achievable). Emphasis on ensuring teaching staff reward KS4 as these students can be overlooked.</li> <li>Staff can nominate students for HOY Commendation-</li> <li>Staff to nominate students for these- boxes &amp; slips in the staffroom which will then be picked up by HOY. This is for students who go above and beyond.</li> </ul>

KS3 Key milestones	Award
25, 50, 100, 150, 200, 250, 300	Badges
HOY/ HOD commendation	10 praise points
SOTW	Praise points and postcard home, queue jumping pass for a week
Fortnightly assemblies  HOY will award 5 students with prize for being top performers in the year	Bag of sweets, postcard, and entry into termly draw
Top tutor group for praise in each year. Termly prize	Non-school uniform day
Termly draw	Vouchers, sweets, movie afternoon, ( <b>10 per year group</b> ) PlayStation afternoon ( <b>2 per year group</b> )
Unsung Hero	Hot chocolate/ juice and biscuits/cake with HOY each half term

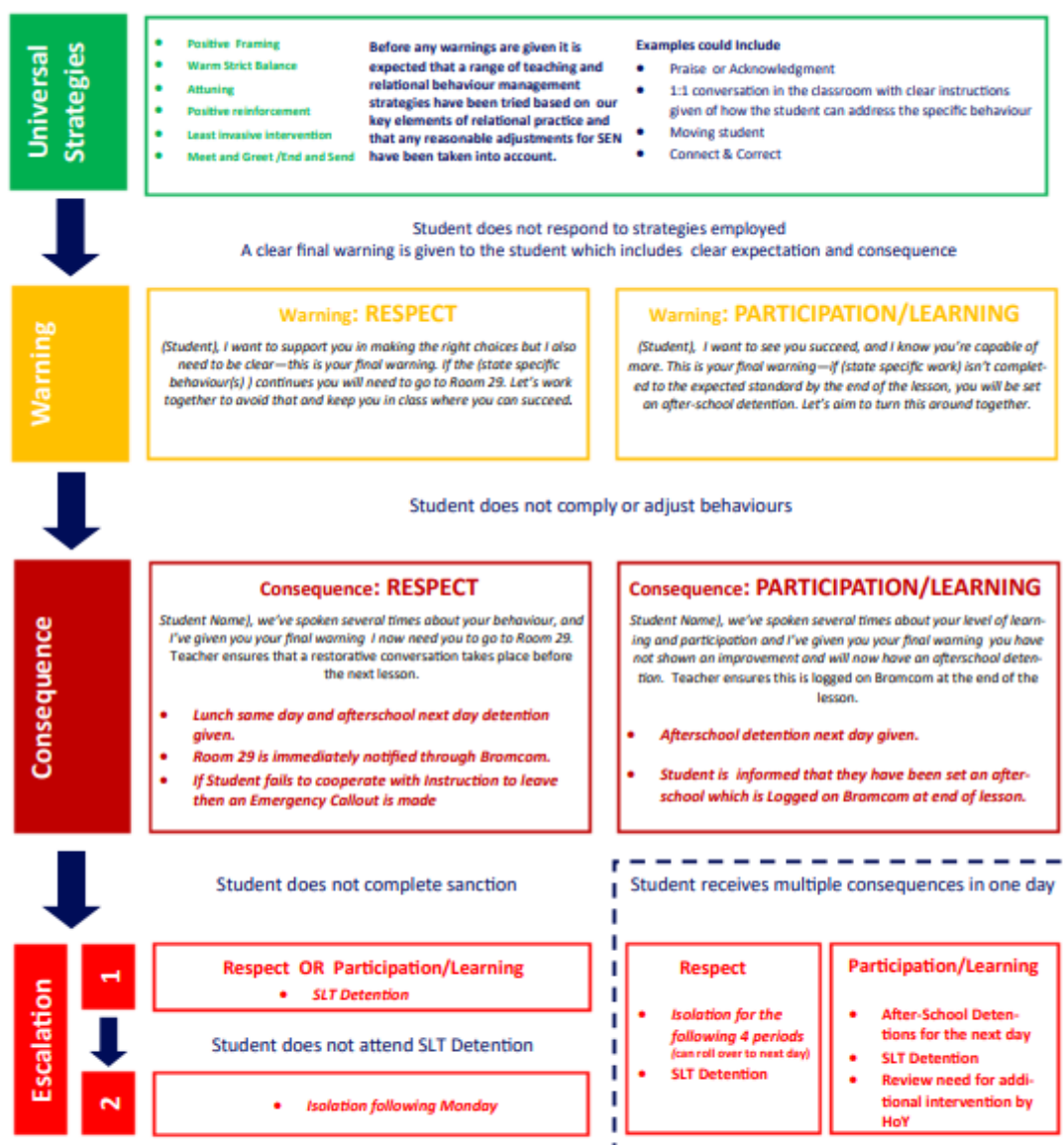
KS4 Key milestones	Award
25, 50, 100, 150, 200, 250, 300	Entry into termly draw
HOY/ HOD commendation	10 praise points
SOTW	Praise points and postcard home, queue jumping pass for a week
Fortnightly assemblies  HOY will award 5 students with prize for being top performers in the year	Bag of sweets, postcard and entry into termly draw
Top tutor group for praise in each year. Termly prize	Non-school uniform day
Termly draw	Amazon Vouchers, sweets, PlayStation afternoon (4 per year group)
Unsung Hero	Hot chocolate/ juice and biscuits/cake with HOY each half term



## Appendix 2

### Path 1 students

# CVCC RPL Behaviour—Teacher Guide



RESPECT. PARTICIPATE. LEARN

Clyst Vale  
COMMUNITY COLLEGE

## **Path 2 students ( Respect)**

**NB Path 2 students will be determined by Heads of Year and DP (Pastoral)**  
**Student is instructed to report to Room 29**

- Student is isolated for the rest of the day
- In addition Student receives an After School Detention (if possible same day)
- Parents informed by Room 29
- Lead teacher for student is informed and discusses with student
- Restorative conversation takes place successfully.

**Student is instructed to report to Room 29 and refuses to report to Room 29**

- Emergency Call Out made
- Student isolated for the rest of the day and given After School Detention
- Lead teacher informed
- Depending on incident then fixed term suspension may be necessary
- SLT or appropriate member of staff to contact home.

Restorative conversation takes place at earliest opportunity

## **APPENDIX 3 GOVERNORS' DISCIPLINE STATEMENT (FORMERLY A SEPARATE POLICY DOCUMENT).**

### **Governors' Discipline Statement**

#### **Aspirations**

Clyst Vale Community College is a Rights Respecting School (RRS) this Ethos underpins all aspects of College life. The College's prime purpose is to offer the highest possible standards of learning. This requires a calm & purposeful atmosphere in which **all** Respect, Participate and Learn (RPL)

We pride ourselves on our friendly, caring and supportive culture. We aspire to encourage students to learn independently, unimpeded by less than acceptable behaviour. Teachers must be allowed to teach, and students to learn. We also aspire to promote a sense of social responsibility and to ensure the welfare and safety of all students and staff in the college. We invite parents to work with us to meet these ends. Self-discipline is promoted through the tutorial programme, assemblies and pastoral support.

Ideally, the management of unacceptable behaviour should allow students to reflect on their actions and consequences. We expect the Principal and colleagues to address any unacceptable behaviour:

- For the sake of the student, whose future will not be well served by the implicit condoning of anti-social behaviour
- For the interests and welfare of other members of the College community.

#### **Praise, Support and Sanctions**

We believe that praise, support and sanctions are all relevant in ensuring good discipline within the College.

**Praise**, through verbal and written comment, commendations, Principal's letters, Praise points and certificates.

**Support**, from tutors, Heads of School, the Additional Support Department, Skills Room, the Intervention Team, Deputy Principals, mentors and the report system. For some students, support from a variety of specialist external agencies and/ or alternative or modified curriculum provision.

**Sanctions**, to ensure the smooth running of the College, and to allow effective teaching and learning. In most cases, unacceptable behaviour will be corrected informally by teachers or tutors, but repeated or extreme misbehaviour will be met by a range of sanctions:

These sanctions will be coordinated by the Bridge Coordinator overseen by the Heads of School and Deputy Principal (pastoral) they are laid out in the RPL code

## **Exclusion**

Clyst Vale Community College will conform to the latest DfE Guidance on Exclusion. “Exclusion” means both fixed-term and permanent exclusion.

A decision to exclude a student permanently should only be taken as a last resort:

- In response to a “one-off” serious breach OR persistent breaches of the College’s Behaviour Policy
- AND where allowing the student to remain in College would seriously harm the education OR welfare of the student or others in the College, including other students and/or members of staff. Behaviours which disrupt learning and teaching inevitably “harm the education...of...others”.

### **Reasons for Exclusion: Unacceptable and Anti-Social Behaviours**

Physical assault against pupil	Physical assault against adult
Verbal abuse/threatening behaviour against a pupil	Verbal abuse/threatening behaviour against an adult
Bullying	Racist Abuse
Sexual Misconduct	Drug & Alcohol Related
Damage	Theft
Persistent Disruptive Behaviour	Other (to be used sparingly)

- Where appropriate, the College may report an individual incident to the Police.

## Reference Documents

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)