



# **Behaviour policy and statement of behaviour principles**

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## 1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-college approach to maintaining high standards of behaviour that reflect the values of the college

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all students

Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for Principals and school staff 2024](#)

› [Searching, screening and confiscation: advice for schools 2022](#)

› [The Equality Act 2010](#)

› [Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)

[Use of reasonable force in schools](#)

› [Supporting students with medical conditions at school](#)

› [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

**In addition, this policy is based on:**

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a college's duty to safeguard and promote the welfare of children, paragraph 9 requires the college to have a written behaviour policy, and paragraph 10 requires the college to have an anti-bullying strategy

## 3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the college rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft

- Fighting
- Smoking on school premises
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - E-cigarettes or vapes if under 18
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 student)

#### 4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

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
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)

Details of our college's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### 5.1 The governing board

The board of directors is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the college environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the college's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the college culture and how they can uphold college rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the college's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the college's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the college's behaviour policy
- Inform the college of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the Personal Tutor promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the college directly, while continuing to work in partnership with the college
- Take part in the life of the college and its culture

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's policy, and working in collaboration with them to tackle behavioural issues.

### 5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at college
- That they have a duty to follow the behaviour policy
- The college's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be reminded of these by their Personal Tutor wherever appropriate.

Students will be supported to develop an understanding of the college's behaviour policy and wider culture.

## 6. College behaviour curriculum

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the college
- Treat the college buildings and college property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the college into disrepute, including when outside college or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Currently, students are permitted to bring personal mobile phones onto the college site and to use them outside lessons, as long as they connect to the internet via the college's WiFi system so that they are subject to the college's filtering and monitoring procedures.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the college. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Addressing lateness

### 7.2 Safeguarding

The college recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the college's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the college's behaviour culture. Positive behaviour will be rewarded differently having regard to the age and understanding of different student cohorts.

### 7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The college may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student out of the class to a senior member of staff
- Reporting of persistent lateness or absence to the Personal Tutor

- Loss of privileges – for instance, not being able to participate in the Social Activities Programme in response to persistent absence from lessons
- Misconduct Forms being issued by the Personal Tutor or being put 'on report' if there is no improvement
- Phone call home to parents/carers
- Removal of the student from the classroom
- Suspension/ temporary exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the Principal (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

### 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to college discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

#### Searching a student

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; 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 not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

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

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the college premises or where the member of staff has lawful control or charge of the student, for example on a college 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 Principal / designated safeguarding lead or one of the Vice Principals, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 college rules.

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

An authorised member of staff may search a student's outer clothing, pockets, possessions, bag (or room if a boarder). '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 students' possessions

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

- Bags
- Room (if a boarder)

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 college rules.

An authorised member of staff can search a student's possessions when the student 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 student 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 college'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 college 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 college will consider whether the student 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 college'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 college 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 college, staff will assess and balance the risk of a potential strip search on the student'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 college premises, the decision on whether to conduct a strip search lies solely with them. The college will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student 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 student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into college to act as the student's appropriate adult. If the college can't get in touch with the parents/carers, or they aren't able to come into college 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 student's parents/carers will always be informed by a staff member once a strip search has taken place. The college will keep records of strip searches that have been conducted on college 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 student, except in urgent cases where there is risk of serious harm to the student or others.

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

- The student 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 student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student 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 student
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student 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 student could be seen by anyone else.

#### Care after a strip search

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

As with other searches, the college will consider whether the student 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 college's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students 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.

#### Screening

Bath Academy does not currently screen students upon entry to the college.

#### 7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the college. This means misbehaviour when the student is:

- Taking part in any college-organised or college-related activity (e.g. college trips)
- Travelling to or from college
- In any other way identifiable as a student of our college

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the college
- Poses a threat to another student
- Could adversely affect the reputation of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member.

#### 7.8 Online misbehaviour

The college can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the college
- It adversely affects the reputation of the college
- The student is identifiable as a member of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member.

### 7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the college will make an initial assessment of whether to report the incident to the police. When establishing the facts, the college will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal (or member of the senior management team in the absence of the Principal) will make the report. The college will not interfere with any police action taken. However, the college may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) or deputy DSL, will make a tandem report to children's social care, if appropriate.

### 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The college has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report:

Staff must refer to our child protection and safeguarding policy for more information on responding to any report from a student. The DSL and Safeguarding Team will determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### 7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The college will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Serious sanctions**

### **8.1 Removal from classrooms**

In response to serious or persistent breaches of this policy, the college may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space
- Students who have been removed from the classroom are supervised by the Study Centre Manager, and normally will be removed for a maximum of one lesson (staff can remove a student for the remainder of a lesson or the remainder of the day, depending on the level of disruption. They should only remove a pupil for a prolonged period of time – more than a single lesson – with the explicit permission of the Principal or one of the Vice Principals (in the absence of the Principal).

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The college will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed on the same day that their child is removed from the classroom.

The college will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Personal Tutors
- Use of teaching assistants
- Short-term behaviour report cards

Staff will record all incidents of removal from the classroom on ISAMS (Concerns), along with details of the incident that led to the removal, and any protected characteristics of the student.

### **8.3 Suspension and permanent exclusion**

The college can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-college sanctions and

interventions. The decision to suspend or exclude will be made by the Principal and only as a last resort. Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from students with SEND

### 9.1 Recognising the impact of SEND on behaviour

The college recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the college's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies. As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned and may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (i.e., the sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

### 9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the college will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the college to sanction the student for the behaviour. The college will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The college's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents/carers to create the plan and review it on a regular basis.

#### 9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the college will co-operate with the local authority and other bodies.

If the college has a concern about the behaviour of a student with an EHC plan, it will make contact with the relevant local authority to discuss the matter. If appropriate, the college may request an emergency review of the EHC plan.

### **10. Supporting students following a sanction**

Following a sanction, the college will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the college. A flowchart of such measures can be found in Appendix 2.

### **11. Student transition**

The college will support incoming students to meet behaviour standards by providing information during induction and student Handbooks to familiarise them with the behaviour policy and the wider college culture.

### **12 Monitoring this policy**

The college will monitor any trends in behaviour and sanctions between groups of students to make sure it is meeting its duties under the Equality Act 2010.

This behaviour policy will be reviewed by the Principal and Board of Directors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

*Policy reviewed and updated by Tim Naylor: March 2024*

*Next review: March 2025*



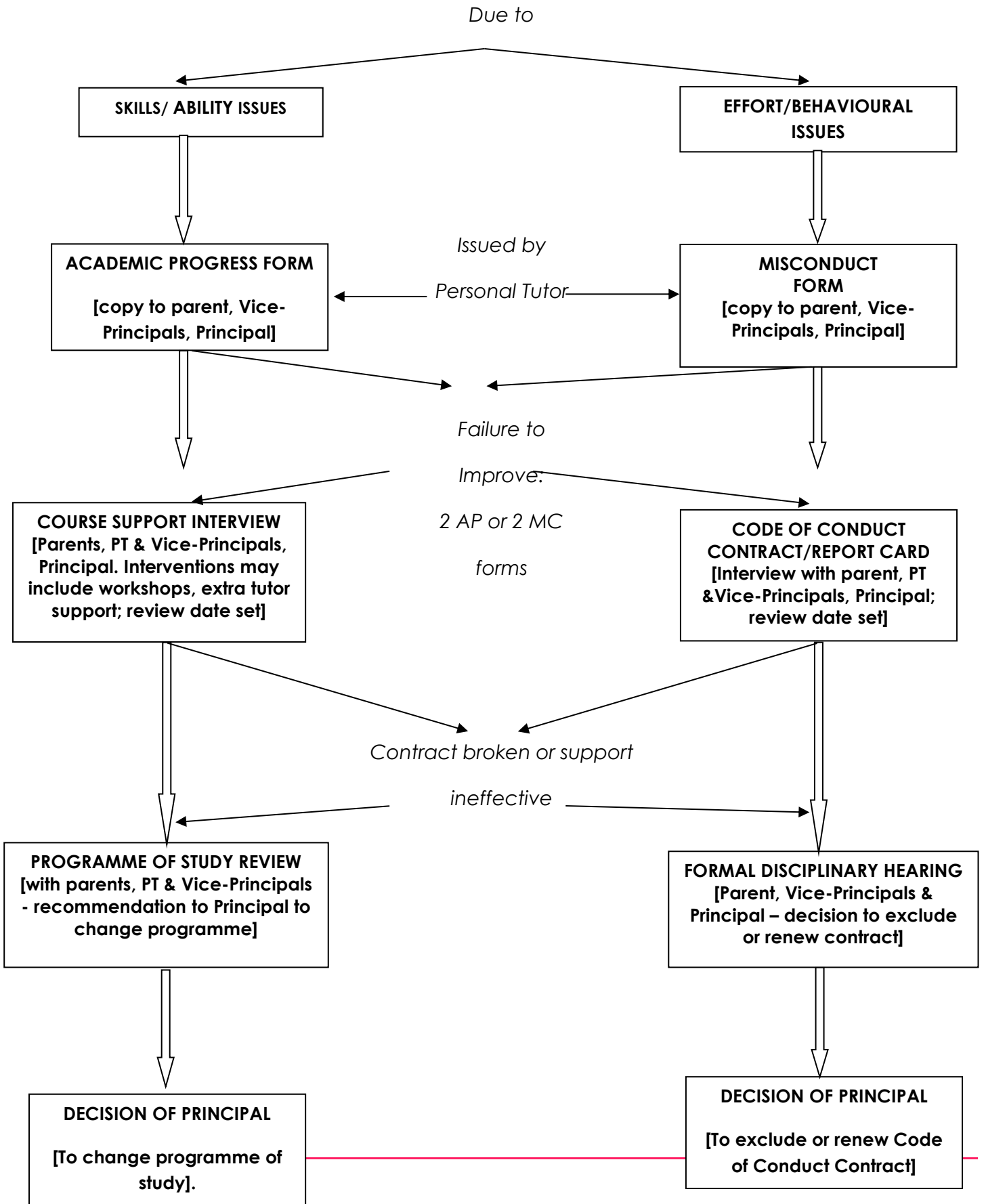
## Appendix 1: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your college's circumstances.

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the college and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**UNDERACHIEVEMENT**





## Misconduct Form

STAFF .....

STUDENT .....

PERSONAL TUTOR .....

*Concern regarding [please tick]*

PUNCTUALITY

ATTENDANCE

DEADLINES

EFFORT

DISRUPTIVE BEHAVIOUR

OFFENSIVE BEHAVIOUR

INAPPROPRIATE BEHAVIOUR

OTHER

### ***Details***

### ***Any action taken***

***Signed***.....



## Academic Progress Form

STAFF: ..... SUBJECT.....

STUDENT.....

PERSONAL TUTOR.....

*Concern regarding [please tick]*

UNDERPERFORMING IN TIMED ASSIGNMENTS/ HOMEWORK

POOR STANDARD OF CLASS WORK

STANDARDS OF LITERACY

NON-COMPLETION OF COURSEWORK

OTHER

***Details***

***Any action taken***

***Signed.....***

