learn

**BOTTISHAM VILLAGE**

**COLLEGE**

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Positive Behaviour Policy

Inspiring, Caring and Enriching

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| this policy was  Approved: | June 2025 |
| this policy will be reviewed: | June 2025 |
| member of staff with responsibility for review: | DEPUTY PRINICPAL |

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Bottisham Village College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We aim to create an inspiring, caring, and enriching environment that promotes positive behaviour, mutual respect, and the safety and well-being of all members of our community.

Our behaviour policy centres around three core principles of being: **Ready**, **Respectful**, and **Safe**. These principles guide our interactions and activities within the college and reflect our commitment to creating a productive and harmonious atmosphere for all members of our community.

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The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers. We believe that the six core principles of positive behaviour procedures are.

1. **High Expectations:** We set and uphold high expectations for all students.
2. **Clarity of Systems and Processes:** Clear systems and processes ensure students know what is expected of them and what will happen if they break the school’s behaviour policy
3. **Consistency of Application:** Our systems, processes, and approach are consistently applied by all members of staff.
4. **Caring Environment:** Everyone at the college acts with care and kindness towards students.
5. **Staff Knowledge and Understanding:** Staff work from a place of knowledge and understanding to support positive behaviour.
6. **Parent Partnership:** The college works closely with parents to ensure positive behaviour.

## **Positive Behaviour Policy**

At Bottisham Village College, we are committed to inspiring, caring for, and enriching our students' educational experiences. Our ethos reflects high academic expectations, ensuring that every student has equal access to knowledge to reach their full potential. We do not tolerate any disruption to lessons and expect homework to be completed as requested by the teacher.

We recognise the importance of modelling the behaviours we wish to see in our students. Our Behaviour Curriculum and Social and Learning Routines are front-loaded with clear expectations and revisited regularly to ensure students adopt appropriate behaviours and routines both in and out of the classroom. Our behaviour code, "Ready, Respectful, Safe," underpins these expectations.

We believe that educating our students on the societal norms underpinning British Values—Democracy, Rule of Law, Respect, Tolerance, and Individual Liberty—is as vital as their academic journey. Therefore, we do not accept bullying, aggression, discrimination, or derogatory language, and such behaviours are dealt with accordingly.

Punctual attendance is a critical learning behaviour. We expect students to have high attendance, arrive at school on time, and be punctual to lessons, thus minimising lost learning and disruption.

We implement a range of sanctions, including detentions (loss of social time), after-school detentions, internal reflection, suspensions, and permanent exclusions. Decisions about sanctions are made on a case-by-case basis, considering all available evidence. We use the balance of probabilities to ensure that consequences are reasonable and proportionate.

Our professional development programme leverages the latest research to help staff understand students' needs and adapt their approaches accordingly. This is particularly important when making reasonable adjustments for SEND students. Our staff are expected to apply sanctions with kindness and care, giving students ample opportunity to correct minor transgressions before they escalate.

We prioritise engagement with parents to better understand our students' needs and to advise on possible alternative provisions if required. The core business of Bottisham Village College is learning, and we will not tolerate those who disrupt learning for others or create disharmony within our community.

Our relationship-driven approach is fundamental to protecting mental health and well-being, fostering a sense of belonging for all students. To support our commitment to understanding behaviour and re-teaching positive behaviours, we may use after-school detentions for continued misbehaviour or serious incidents. In accordance with DfE guidance, the school will provide notice so that the detention takes place the next school day. This ensures that consequences are timely and effective in addressing and correcting student behaviour.

[**Definitions and Behaviours**](#_bookmark0)

Our behaviour code is founded on being: Ready, Respectful and Safe

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| **Ready** | **Respectful** | **Safe** |
| * Wear the correct uniform with pride. * Arrive on time to school and lessons with the correct equipment to learn * Listen to and follow instructions * Participate actively in lessons and complete homework on time. | * Communicate respectfully and politely with peers and staff. * Show empathy and understanding towards others. * Respect others’ views and beliefs, valuing diversity and difference. * Treat yourself, others, and the environment with consideration and kindness. | * Ensure your phone is switched off and in your bag. * Not engage in any physical play with other students. * Reject bullying and actively support victims by reporting incidents and refusing to be a bystander. |

## **Behaviour Curriculum**

### At Bottisham Village College, we clearly define the behaviours we expect from students, believing these are essential for their development into well-rounded individuals. To achieve this, we integrate explicit teaching of Learning and Social Routines into our curriculum, ensuring students understand and meet our expectations for positive behaviour. Our behaviour code – Ready, Respectful, Safe – is at the core of this approach, guiding students to be prepared, show respect, and maintain safety at all times.

### Desired Learning Behaviours

Desired learning behaviours are taught as Learning Routines and are explicitly integrated into the Academic Curriculum (in lessons).

* **Developing the Climate for Learning:** We ensure equal access to knowledge for all students.
* **Learning Routines:** Students are taught that following our Learning Routines will help them achieve better results.
* **Consistent Repetition:** Learning Routines are introduced at the start of each half term and revisited regularly, just like academic content.
* **Re-teaching when necessary:** We understand that students may occasionally forget routines, so we re-teach them as needed.
* **Consequences for ignoring routines:** Choosing to ignore a Learning Routine will result in a reflective consequence, ensuring that students understand the importance of these behaviours.
* **Explicitly taught through the Behaviour Curriculum:**
  + Tutor time programme
  + Assembly programme
  + Curriculum lessons
  + PSHE
  + 1:1 interaction with staff members
  + Detentions / Reflection Room

Social Routines at Bottisham Village College are designed to create a calm and focused environment, ensuring students are ready for learning and engage safely with their peers. Adhering to these routines enhances the safety and wellbeing of everyone.

## **Strategies to develop positive relationships**

At Bottisham Village College, we expect all staff to form positive relationships with students, as fostering such connections is a cornerstone of our inclusive ethos. The strategies below, identified through evidence-based programmes and supported by research from the [Classroom Wellbeing Toolkit](https://d1uw1dikibnh8j.cloudfront.net/media/17009/classroom-wellbeing-toolkit.pdf) by Anna Freud, highlight the importance of being human, empathic, and authentic in our interactions with students.

* **Greet Students at the Door:** Welcoming students personally and positively at the classroom door improves behaviour. Remind them of expected behaviours, praise those who comply, and encourage those who struggled previously.
* **Engage in Brief Personal Chats:** Take a moment to talk to individual students about their interests, such as how their football team is doing or how their weekend was. This builds rapport and shows you care about their lives beyond academics.
* **Show Empathy:** Demonstrate understanding of a student’s perspective and feelings using active listening techniques. A little empathy goes a long way in building trust and positive relationships.
* **Be Observant:** Notice changes in a student’s mood or behaviour. This awareness helps in addressing issues early and providing the necessary support.
* **Share About Yourself:** Share your own interests, goals, or likes and dislikes with students. This makes you more relatable and approachable.
* **Be Consistent and Reliable:** Follow through on what you say you will do. This builds trust and consistency, essential for a stable learning environment.
* **Make Positive Phone Calls Home:** Dedicate ten minutes each week to make a few positive phone calls, celebrating student achievements and improvements.
* **Write Personal Notes:** Occasionally, write personal notes to students to acknowledge their contributions in class or successes they have achieved. This personal touch can be very motivating.
* **Show Care and Support:** Don’t hesitate to express that you care about their success and well-being. Phrases like, “I really want you to do well,” and “There are a lot of people here who care about you, including me,” can be very powerful.

Implementing these strategies helps create a supportive and positive school environment, fundamental to protecting mental health and well-being and building a sense of belonging for all students.

## **Rewarding and Promoting Positive Behaviour**

When a student’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise this with positive recognition. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and recognition will be applied clearly and fairly to reinforce the

routines, expectations and norms of our school’s behaviour culture.

We will actively seek opportunities to ‘catch students getting it right’ both in and out of

the classroom.

Positive behaviour will be rewarded with:

* Verbal praise from adults and peers
* Reward Postcards sent home to parents
* Written praise via the school assessment and feedback approach
* Recording of positive behaviour points on Go4Schools to be tallied up and reported home to parents/carers
* Prize ceremonies or special assemblies

Additionally teach staff may also recognise good attitude and attainment by;

* Communicating praise to parents via a phone call or written correspondence
* Showcasing good work to other classes, teachers and senior staff.
* Celebrating student achievements visually around the school and on the school's social media accounts
* Asking for call-in staff to visit their lesson to celebrate outstanding achievements.
* Awarding special responsibilities/ privileges/ reward trips/ invitations to celebration events

## **Misbehaviours**

In our policy, a distinction is made between "misbehaviour" and "serious misbehaviour" to ensure a consistent response to issues that arise.

Misbehaviour: This includes minor infractions that do not significantly impact the welfare or wellbeing of others. Examples might include talking out of turn, minor disruptions, or failing to follow classroom rules.

Serious Misbehaviour: This involves actions that have a negative, detrimental impact on the welfare or wellbeing of others or could be classified as illegal behaviour. Examples include physical assault, racism, or other actions that threaten the safety and dignity of individuals.

Serious misbehaviour, safeguarding decisions, and sanctions will be determined by the leadership team to ensure appropriate and consistent responses.

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| **Misbehaviour** is defined as  (but not limited to): | **Serious Misbehaviour** is defined as  (but not limited to): |
| * Lateness to school * Incorrect uniform * Truancy from lessons * Poor attitude to learning * Failure to follow the instructions of staff * Learning that disrupts the flow the lesson, for example talking over the teacher or calling out. * Disruptive behaviour in corridors between lessons and at break and lunchtimes * Anti-Social Behaviour * Littering * Inappropriate language * Rudeness * Non-completion of classwork or homework * Inappropriate use of smart device | * Repeated breaches of the school rules * Any form of bullying * Vandalism * Theft * Clear act of defiance * Fighting * Smoking / vaping * Continued defiance and failure to follow instructions * Racist, sexist, homophobic or discriminatory behaviour * 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 like interfering with hair or 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   Possession of any prohibited items.   * Knives or weapons * Illegal drugs * Stolen items * Tobacco/ cigarette papers/Vapes * Lighters/Matches/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)   Physical assault   * Threats of physical violence (this could include threats made online, outside of the college). |

## **[Responding to behaviour](#_bookmark0)**

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within school.

They will:

* + - Create and maintain a stimulating learning environment
    - Display the **Learning Routines** poster prominently within their classroom
    - Develop a positive relationship with students, which includes:
      * Greeting students at the classroom door at the start of every lesson
      * Using positive language
      * Respecting students and value them equally
      * Challenging racist/sexist/homophobic or other inappropriate language and behaviour.
      * Being punctual and prepared for lessons

### Establishing clear expectations via **learning routines**

At the start of lessons students should:

* + - * Enter the classroom and quietly begin starter activity
      * Place their equipment on the desk
      * Take their coats off and ensure bags are on the floor.
      * Be in silence whilst the teacher takes the class register

At the end of the lesson students should:

* + - * Wait to be instructed by the teacher to pack their equipment away
      * Sit at their desks
      * Wait to be dismissed by the teacher by row/ student at a time
      * Make their way to the next lesson/ break/ lunch in a calm and orderly manner

## **Safeguarding**

The school 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.

## **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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students, including those with Special Educational Needs and Disabilities (SEND), will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Reasonable adjustments will be made to support SEND students, ensuring that their individual needs are considered in the behaviour management process.

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.

To enforce high expectations and ensure students are **ready to learn**, lunchtime detentions will be issued for the following:

* + - Arriving late to a lesson
    - Failing to complete homework
    - Failing to complete classwork
    - Being removed from a lesson

However, teachers will use their discretion and take into consideration any extenuating circumstances or additional needs the student may have before assigning detentions.

When a student's behaviour disrupts the flow of the lesson or the learning of others or involves unkind or harmful actions, the teacher will implement the **warn-move-remove** system.

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| **Stages** | **Immediate Actions** | **Follow up actions** |
| **Stage 1**    **Stage 2**  (Logged on Go4Schools) | A verbal **warning** and reminder of the behaviour expectations  Talking to the student individually, outside of the classroom if appropriate. | Logged on Go4School  Monitored by Tutor / HOL |
| Change seating arrangements within the lesson as needed. This may involve the student **moving** seats to work alone, with a different group, or temporarily relocating to another part of the classroom. |
| **Stage 3**  (Logged on Go4Schools) | Student is **removed** to a faculty-based removal room. Students will take a removal slip, indicating the time they were sent and where they need to go. The student will need to return the slip to the teacher that removed them at the end of the lesson. | Logged on Go4Schools  Lunchtime Detention  Follow up communication to parents. |
| Stage 4  **Reflection** | If the student causes disruption within the removal room, the student will be sent to the R**eflection** room. This behaviour will be considered as a **serious misbehaviour** due to the additional disruption to learning that has occurred. | Logged on Go4Schools.  Follow up communication to parents. |

For anti-social time behaviours at social times, lesson transitions, before or after school. (**Warn-Move-Remove**)

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| **Stages** | **Immediate Action** | **Follow up actions** |
| Stage 1    Stage 2 | A verbal **warning** and reminder of the behaviour expectations.  Talking to the student individually, away from their peers.  Ask students to **move** and stay near duty member of staff or move the student to a different location. “Move by me, and stand here for 5 minutes”. | Logged on Go4Schools  Lunchtime Detention |
| Stage 3 | If the behaviour continues or the student is defiant, call on-call for the student. On-Call to consider **removal** to Reflection room. Defiance would be considered a **serious misbehaviour**. | Logged on Go4Schools  Extended period within Reflection |

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.

The Social and Learning Routines Posters will be displayed in each classroom as a reminder for students and staff.

## **Call-In**

At Bottisham Village College we operate a daily call-in rota that is staffed by at least two members of staff who is in contact with the year teams and CLT via radio. Staff on call are expected to be a visible presence around the school for the duration of the period.

Their role at this time is to support learners in and around the building and to be alert to any staff that may need support with specific learner/s. Call-in staff may wish to use the Removal room and/ or Reflection room to help resolve issues that may arise or to students who are on task whilst issues are being investigated. The member of staff can call for support from CLT if they feel unable to resolve the situation. Call-in staff will record details of incidents of misconduct to help inform discussions around whole school policy and intervention on Go4Schools.

## **[Reasonable Force: Positive handling and de-escalation](#_bookmark0)**

The Governing body has a duty to ensure the health, safety and wellbeing of everyone in the school.

The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, specific trained staff may use reasonable force to restrain a student to prevent them:

* Causing disorder
* Hurting themselves or others
* Damaging property
* Committing an offence Incidents of physical restraint 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 recorded on MyConcern and the Principal must be alerted, via the Personal Assistant. Physical Restraint must also be reported to parents.

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.

Please refer to our positive handling policy for more information.

## **[Searching, screening and confiscation](#_bookmark0)**

Searches will only be carried out by a member of staff authorised by a senior member of staff. Typically, the authorised staff member conducting the search will be of the same sex as the pupil, with another staff member present as a witness. Exceptions to this include situations where there is an urgent risk of serious harm, making it impractical to find a same-sex staff member or a witness.

If a search is deemed necessary but not urgent, the authorised staff member will seek advice from a senior staff member, designated safeguarding lead, deputy, or pastoral staff. During this time, the pupil will be supervised away from others.

A search can be conducted if the authorised staff member has reasonable grounds to suspect the pupil possesses a prohibited item or any item identified in school rules for which a search is warranted, or if the pupil consents.

The search will take place in an appropriate location, preferably away from other pupils, and only on school premises or where the staff member has lawful control of the pupil, such as on a school trip.

Before conducting a search, the authorised staff member will:

* Assess the urgency and necessity of the search
* Consider risks to pupils or staff if the search is not conducted
* Evaluate any safeguarding risks to the pupil
* Explain the reasons and process of the search to the pupil
* Provide the pupil an opportunity to ask questions and seek their cooperation

An authorised staff member may search a pupil’s outer clothing, pockets, possessions, desks, or lockers. Outer clothing includes items like jumpers, jackets, hats, scarves, gloves, shoes, and boots.

Possessions include items under the pupil's control, such as desks, lockers, and bags. If a pupil refuses to consent to a search, the staff member can impose an appropriate behaviour sanction and seek further assistance from senior staff or parents, or contact the police if a concealed item poses a threat.

All searches for prohibited items, including incidents where no items are found, will be recorded in the school’s safeguarding system.

These procedures are in accordance with the Department for Education's guidance on "Searching, Screening, and Confiscation" (July 2022), available [here](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf).

## [**Phones**](#_bookmark0) **and Smart Devices – Never used, seen or heard**

Personal phones or smart devices should not be used at any time.

Phones or other smart devices should be switched off and safely stowed in bags from the moment they enter the school site. This includes before the school day starts. Phones may be switched on and used only once students have exited the school gates at the end of the day.

A smart watch is defined as any watch capable of receiving notifications of any sort. Because it is not possible to stow smart watches in bags, these devices must not be brought into school.

Students must never use phones at school to contact home and request to make a call at Student Support, if necessary. This will always be given in response to a reasonable request. Smart devices may be used on the bus; but videos, recordings and photographs of other students may not be made or taken.

If a student is found to be using a smart device in school or inappropriately on a bus, then the following action we be taken:

* **Confiscation** - The phone will be confiscated and stored in Student Support until the end of the school day. Upon a second confiscation, parents or carers must collect the device. For the third or subsequent confiscations, the school may retain the device for an extended period and will collaborate with parents to determine an appropriate response to repeated issues. Under DfE guidance, the school reserves the right to enforce these measures.
* **Detention** – The student will receive a lunch time detention as well as having their phone confiscated.

If a student is found to be using their device inappropriately, for example photographing or video recording other students, the school will respond by confiscating the device. The length of the confiscation for a mobile phone which is used to promote or distribute offensive or physical behaviour is up to the discretion of the school’s behaviour team.

\*The school is not responsible for any lost or damaged phones or mobile devices that are confiscated by the school.

These procedures are in accordance with the Department for Education's guidance on "Mobile Phones in schools" (February 2024), available [here](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

## **[Off-site misbehaviour](#_bookmark0)**

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

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

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 school
* Poses a threat to another student
* Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip)

## **[On-line misbehaviour](#_bookmark0)**

The school 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 school
* It adversely affects the reputation of the school
* The student is identifiable as a member of the school

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

For online conduct, parents are responsible for keeping children safe outside of school hours, including adhering to age restrictions on social media platforms.

## **[Suspected criminal behaviour](#_bookmark0)**

* If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
* When establishing the facts, the school 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, a member of staff will be assigned to make the report.
* The school will not interfere with any police action taken. However, the school 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) will make a tandem report to children’s social care, if appropriate.

## **[Sexual harassment and sexual violence](#_bookmark0)**

The school 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 school’s response will be:

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

The school 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
* Carrying out risk assessments, where appropriate, to help determine whether to:
  + Manage the incident internally
  + Refer to early help
  + Refer to children’s social care
  + Report to the police

Please refer to our child protection and safeguarding policy for more information. Staff will record all incidents of sexual harassment and sexual violence onto MyConcern.

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## **Addressing Racism and Prejudicial Behaviour**

At Bottisham Village College, we have a strict policy against racism and any form of prejudicial behaviour, recognising it as a form of bullying. Such actions undermine our community values and are not acceptable. This stance aligns with our Anti-Bullying Policy, reinforcing our commitment to a safe and inclusive environment. When incidents occur, the school will take immediate and decisive action, considering the following:

* Intent to Cause Harm: The intent to harm will be a critical factor in determining the severity of consequences. Actions intended to harm or intimidate others will result in more severe disciplinary measures.

**Institutional Racism:**

**Definition:** As defined by the Stephen Lawrence Inquiry Report: ‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin.’

**Impact on Students:** Racist bullying affects behaviour and attainment. Treating incidents without considering the effects of racism constitutes institutional racism.

Institutional racism is often covert and indirect, embedded in assumptions and values. Bottisham Village College recognises the need to consciously challenge such attitudes.

**Personal Racism:**

* Personal racism is often direct and identifiable, manifesting through:
* Physical Assault: Against individuals or groups based on colour, ethnicity, or culture.
* Derogatory Language: Name-calling, insults, and racist jokes
* Graffiti: Racist messages or symbols.
* Provocative Behaviour: Wearing racist badges or insignia.
* Verbal Abuse and Threats
* Incitement: Encouraging others to behave in a racist manner.
* Racist Comments: Within lessons or school activities.

**Microaggressions:**

Racism can also manifest as microaggressions – subtle, often unintentional discriminatory comments or actions, such as mispronouncing names, making assumptions based on ethnicity, or insensitive jokes. These will be addressed with the same seriousness as overt acts.

**Comprehensive Approach**

1. **Investigation:** All reported incidents will be thoroughly investigated.
2. **Consequences** will be applied fairly and consistently, ranging from the use of reflection restorative practices to suspension.
3. **Support for Affected Individuals:** Support includes counselling services and ensuring safety and well-being.
4. **Education and Prevention:** Ongoing education on diversity, inclusion, and respect, with regular training for staff and students.

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Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school 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 school 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 school (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 school 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.

## **[Serious sanctions](#_bookmark0)**

### Planned removal from classrooms - Reflection

In some cases, a child/young person may need to have some time out of class to reflect on their behaviour and the impact that this has had on other learners and/ or the classroom learning environment. Students can be placed into Reflection by the behaviour lead. Year teams or members of the Inclusion team and will always involve communication with parents/ carers as to the reasons and length of time.

Students who have been removed will continue to receive education under the supervision of staff and senior members of staff. Students in reflection will undertake meaningful work, which may differ from the mainstream curriculum. Additionally, students will engage in learning about their behaviour, which may involve working through planned resources or participating in one-on-one sessions to discuss their behaviour and prevent recurrence.

Reflection is a serious sanction, used only in response to serious or continued misbehaviour. Staff will use this sanction only after other behavioural strategies have been attempted, unless the behaviour is so extreme that it warrants immediate removal.

Reflection can be used to:

* **Prevent disruption to other students' learning:** Ensuring that the learning environment remains focused and productive for all students.
* **Address defiance, refusal to accept other sanctions, or serious misbehaviours:** Providing a clear consequence for students who do not comply with school rules or who engage in serious misbehaviours.
* **Restore order when a student is unreasonably disruptive or defiant:** Allowing teachers to regain control of the classroom and maintain a conducive learning environment.
* **Ensure the safety of all students:** Removing a student whose behaviour poses a risk to the wellbeing of others.
* **Allow the student to undertake learning that will prevent future misbehaviour**: Engaging the student in activities and discussions designed to understand and correct their behaviour, reducing the likelihood of recurrence.

Students will not be in reflection for prolonged periods of time without the explicit agreement of the Principal.

The school will consider an alternative approach to behaviour management for students who are frequently removed from lessons, taking into account SEND needs assessments. These approaches may include:

* + - Use of Reflection
    - Meetings with Heads of Learning, Behaviour Lead, or CLT
    - Short-term behaviour reports
    - Pastoral Support Plans (PSPs)
    - Individual Alternative Education Plans (IAEPs)
    - Alternative Provision
    - Involvement of the SEND team to review provision, learning plans, and support being offered, and working with the Local Authority for students with an EHCP

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on Go4Schools.

### After School Detention

The college holds the authority to assign after-school detentions in accordance with DfE guidance. After-school detentions will be used for continued misbehaviour, serious incidents, or when it is deemed more appropriate than other sanctions. The school will provide notice to ensure that the detention takes place the following school day. This approach ensures that consequences are timely and effective in addressing and correcting student behaviour.

### Suspension and permanent exclusions

The school can use internal or external suspension and permanent exclusion in response to **serious misbehaviours** ([see page 7](#_Misbehaviours)) or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Suspension is a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to suspend rests with the Principal and Deputy Principal and will be made considering the need and vulnerabilities of the learner concerned.

The school follows a standard process around reintegration whereby the parent/carer will be contacted immediately following a suspension to invite them to discuss the reasons for the suspension in a ‘return from suspension’ meeting. The Head of Learning/ member of CLT will meet with the learner and parent if possible as soon as they return on site. A learner’s return will not be delayed if a parent cannot attend the return from exclusion meeting, however they will remain in Reflection until a meeting has taken place. Notes will be taken during the reintegration and targets for the future will be set, to support the learner make more appropriate choices.

## **Behaviour Interventions**

As well as Sanctions to support the students learning about school

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Monitoring** | **Time Frame** | **Examples of support** |
| Report | Report Booklet signed every lesson by teachers and every day by parents and staff member. Monitoring entries made on Go4Schools by staff. | 2 to 6 weeks  Reviewed every fortnight | Weekly report check  Mentoring  Communication with Teachers |
| IBP | 6 Weeks  Reviewed every fortnight | Weekly report check  Behaviour Coaching  Needs Assessments  Risk reduction Planning / Learning Plan  Counselling  Class Changes |
| PSP | 16 Weeks  Reviewed every fortnight |

### Risk of Permanent Exclusion (ROPE) meeting

If a student, having been placed on a Pastoral Support Plan (PSP) makes insufficient progress and continues to receive multiple suspensions, a Risk of Permanent Exclusion (ROPE) meeting will take place.

This meeting will be the principal or the deputy principal. The purpose of this meeting is to review the incidents and support that has been offered up to this point to determine if there are any other supportive measures that can be put in place to prevent the situation moving to a permanent exclusion. At this stage, the school may consider using alternative provision alongside accessing addition external support. A managed move may also be discussed at this meeting as a means of avoiding a permanent exclusion.

### Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

* + - Reintegration meetings with the student
    - Mentoring or coaching
    - Daily contact with the Head of Learning or members of the Inclusion Support Team
    - Inquiries into the students conduct with staff involved in teaching, supporting or supervising the student in school
    - Inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL) or a deputy
    - Short term behaviour report or IBP
    - An Early Help Assessment (EHA)
    - Longer term behaviour plans through a Pastoral Support Plan (PSP)
    - IAEP (Individual Alternative Education Plan)

## **Latest Research and Continued Professional Development**

As part of their induction process and continued professional development our staff are provided with regular training on managing behaviour, including training on:

* The needs of the students at the school
* How SEND and mental health needs impact behaviour
* Classroom norms
* Social and Learning Routines
* The use of scripts
* Rewards
* Working with parents
* Dealing with crisis
* Trauma Informed approaches

All our staff are issued with our learning and social time routines which outlines clearly our expectations, processes and best practice in relation to managing behaviour in our school.

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 school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a

disabled student caused by the school’s policies or practices [(Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))

* Using our best endeavours to meet the needs of students with SEND ([Children](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted) [and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

If staff feel that they require additional support, they can speak directly to either the Vice Principal or the Professional tutor and a bespoke programme will be developed.

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### Local Governing Body

The local governing body are responsible for reviewing and approving this behaviour policy, monitoring its’ effectiveness, and holding the Principal and other leaders to account for its implementation.

### The Principal

The Principal is responsible for:

* Ensuring positive behaviour in the college and ensuring all pupils and staff follow the academy rules
* Ensuring that the school 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 school’s behavioural policy 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 Go4Schools is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### College Leadership Team:

* Meet and greet learners at the beginning of the day
* Be a visible presence around the site and especially at changeover time
* Celebrate staff, leaders and learners whose effort goes above and beyond expectations
* Regularly share good practice
* Support middle leaders in managing learners with more complex or entrenched negative behaviour
* Use behaviour data to target and assess college wide behaviour policy and practice
* Regularly review provision for learners who fall beyond the range of written policies

### Heads of Faculty, Heads of Department and Heads of Learning

* Be a visible presence in their department / year teams to encourage appropriate conduct
* Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations
* Regularly celebrate staff and learners whose efforts go above expectations
* Encourage use of house points, reward certificates and positive communication home.
* Ensure staff training needs are identified and targeted
* Regularly share good practices within their teams
* Monitor behaviour data to target and assess interventions

### Teachers and support staff

Staff are responsible for:

* Meet and greet students at the door of the classroom, ensuring their presence is visible in the corridor.
* Set clear and consistent rules and expectations for behaviour in the classroom. Make sure students understand what is expected of them in terms of respect, participation, and behaviour.
* Dismiss students at their classroom doors and ensure students leave in a calm and orderly manner.
* Use consistent language for behaviour referring to: ‘Ready, Respectful, Safe’ when students are not meeting expectations.
* Model positive behaviours, ensuring a relationship driven approach.
* Plan lessons that engage, challenge and meet the needs of all learners and use differentiated strategies for behaviour management based on individual needs, strengths, and challenges.
* Acknowledge and reward positive behaviour with verbal praise and house points.
* Be calm and give ‘take up time’ when going through the behaviour stages.
* Contact parents / carers of students who are not meeting behaviour expectations in their class.
* Seek support from Heads of Faculty and Heads of Learning when behaviour is becoming difficult to manage.

### Parents/Carers

Parents and carers are expected to:

* Sign the Home-School agreement form and adhere to the points within it
* Get to know the school’s behaviour policy and reinforce it at home
* Support their child in adhering to the school’s behaviour policy
* Foster positive relationships with the school, communicating with staff respectfully at all times
* Ensure that their child attends regularly and on time. When this is not possible, inform the school promptly of the reasons for this absence.
* Ensure that their child attends in full school uniform and is equipped for lessons
* Inform the school of any changes in circumstances that may affect their child’s
* behaviour and attitude to learning
* Discuss any concerns that they have about their child’s behaviour with the school promptly
* Attend meetings to discuss your child’s personal development, behaviour and attitudes (for example, attending reviews of specific behaviour interventions, reintegration meetings, IAEP meetings)
* Respond to phone calls when school staff call to discuss their child’s progress
* Read all communications from the school and respond appropriately to support developments in our educational provision
* Support their child to complete homework which develops their knowledge and understanding of subject content
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

Bottisham Village College will endeavour to build a positive relationship with parents and carers by keeping them informed about any developments in their child's behaviour. We will also work in collaboration with them to address any behavioural issues as they arise.

### 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 school
* That they have a duty to follow the behaviour code: **Ready, Respectful, Safe**
* The school’s Social and Learning Routines
* The expectation that they can achieve the behaviour standards and the consequences they will face if they do not
* The support that is available to them to enable them to meet the behavioural standards

In addition, students are expected to:

* Sign the Student Code of Conduct form
* Attend the school regularly and be punctual at the start of day (8.40am) and to all lessons
* Work to their full potential at all times and complete all homework to the best of their ability by the deadline.
* Always wear full school uniform and be equipped for all lessons
* Keep their mobile phone (and other electrical equipment e.g. ear pods) out of sight during the school day. These should remain off and in their bags.
* Not chew gum on school premises
* Not bring banned items into school
* Treat staff and other learners with respect at all times
* Keeping areas of the school clean, tidy and free from litter.
* Report any act of bullying to a member of school staff.
* Share any concerns they have with an appropriate adult.
* Use the school’s IT systems safely and appropriately

Students will be supported to meet behaviour standards through repeated induction sessions as needed. Understanding of the school's behaviour policy and wider culture will be reinforced during tutor time, PSHE lessons, and assemblies. Students will also be asked to provide feedback on their experience of the behaviour culture to aid in the evaluation and improvement of the policy. Additional support and induction will be provided for mid-phase arrivals.

## **[Monitoring arrangements](#_bookmark0)**

Monitoring and evaluating school behaviour.

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of student support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by leaders. The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* At the level of individual members of staff
* By time of day/week/term
* By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

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

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting students with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* Special educational needs and disability (SEND) code of practice.

In DfE guidance explaining that academies should publish their behaviour policy and anti- bullying strategy online.