



# **Bottisham Village College**

## **Positive Behaviour Policy**

Inspiring, Caring and Enriching

Approved by:		
Last reviewed on:	July 2025	
Next review due by:	July 2026	

## Contents

<b>Ethos .....</b>	<b>3</b>
<b>Statement of Six Behaviour Principles .....</b>	<b>3</b>
<b>Positive Behaviour Policy .....</b>	<b>4</b>
<b>Definitions and Behaviours .....</b>	<b>5</b>
<b>Behaviour Curriculum .....</b>	<b>5</b>
<b>Strategies to develop positive relationships .....</b>	<b>6</b>
<b>Challenging Disengagement and Low Effort .....</b>	<b>7</b>
<b>Misbehaviours .....</b>	<b>8</b>
<b>Responding to behaviour .....</b>	<b>10</b>
<b>Safeguarding .....</b>	<b>11</b>
<b>Responding to misbehaviour .....</b>	<b>12</b>
<b>Responding to Repeated Removals .....</b>	<b>15</b>
<b>Call-In .....</b>	<b>16</b>
<b>Reasonable Force: Positive handling and de-escalation .....</b>	<b>16</b>
<b>Searching, screening and confiscation .....</b>	<b>17</b>
<b>Phones and Smart Devices – Never used, seen or heard .....</b>	<b>18</b>
<b>Off-site misbehaviour .....</b>	<b>18</b>
<b>On-line misbehaviour .....</b>	<b>19</b>
<b>Suspected criminal behaviour .....</b>	<b>19</b>
<b>Sexual harassment and sexual violence .....</b>	<b>20</b>
<b>Addressing Racism and Prejudicial Behaviour .....</b>	<b>20</b>
<b>Malicious allegations .....</b>	<b>21</b>
<b>Serious sanctions .....</b>	<b>22</b>
<b>Behaviour Interventions .....</b>	<b>24</b>
<b>Latest Research and Continued Professional Development .....</b>	<b>25</b>
<b>Roles and Responsibilities .....</b>	<b>26</b>
<b>Monitoring arrangements .....</b>	<b>29</b>
<b>Legislation and statutory requirements .....</b>	<b>30</b>

## Ethos

Bottisham Village College is committed to creating an environment where exemplary behaviour grows from strong relationships, mutual respect, and a deep belief in the potential of every student. We hold high expectations for personal conduct and character, and we expect all members of our community to take responsibility for their actions and support others in doing the same.

We aim to create an inspiring, caring, and enriching environment that promotes positive behaviour, emotional safety, and well-being. We understand that behaviour is a form of communication and recognise that students do well when they can. When students struggle, we seek to respond with empathy, curiosity, and appropriate support, never at the expense of clear boundaries.

Our behaviour policy centres around three core principles: Ready, Respectful, and Safe. These principles guide our interactions and daily routines and reflect our commitment to a harmonious and inclusive learning environment in which all students can thrive.

## Statement of Six Behaviour Principles

This policy provides a clear, practical code of conduct rooted in our belief that **positive relationships and high expectations** go hand in hand. At Bottisham Village College, we recognise that **behaviour is a form of communication**, and that **every student is capable of success when supported appropriately**. Our six core principles reflect a commitment to consistency, empathy, and the power of human connection in shaping behaviour:

- 1. High Expectations with High Support**  
We set and uphold high expectations for all students—academically, socially, and behaviourally—while providing the emotional support and structured guidance needed to help them succeed.
  - 2. Clarity of Systems and Processes**  
Clear routines, boundaries, and consequences help students feel safe and secure. Expectations are explicitly taught, modelled, and revisited.
  - 3. Consistency and Fairness**  
Our systems and responses are applied consistently and fairly by all staff. We take a relational approach—firm, not punitive—and make reasonable adjustments for individual needs.
  - 4. Relational Practice and Positive Regard**  
We treat all students with unconditional positive regard. We understand that behaviour is influenced by a range of factors, and we seek first to understand before responding.
  - 5. Reflective and Knowledgeable Staff**  
Staff are supported to develop a deep understanding of behaviour, mental
-

health, and trauma-informed practice. We invest in ongoing professional learning so staff can respond skilfully and compassionately.

#### 6. **Partnership with Parents and Carers**

We work in close partnership with families, recognising the vital role they play in supporting positive behaviour and well-being. We maintain open, respectful communication and shared accountability.

### **Positive Behaviour Policy**

At Bottisham Village College, we are committed to inspiring, caring for, and enriching our students' educational experiences. We believe all students can meet high standards of behaviour when expectations are clear, relationships are strong, and support is consistent. Our ethos reflects high academic ambition and a culture where every student has the right to learn without disruption. We explicitly teach routines and expectations through our Behaviour Curriculum, underpinned by the principles of **Ready, Respectful, Safe**. We also promote the core **British Values** of **Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance**, helping students become thoughtful and responsible citizens.

We view behaviour as a form of communication. Our staff respond with **empathy, curiosity, and consistency**, seeking to understand the causes of behaviour rather than simply managing the outcomes. This is especially important when supporting students with additional needs, including those with SEND or social, emotional, and mental health challenges.

We are committed to creating a learning environment where **every student feels safe, seen, and that they belong**. Building strong relationships and a sense of connection is central to our approach.

While we do not tolerate behaviour that disrupts learning or causes harm, we believe consequences should be **proportionate, purposeful, and restorative**. They are not ends in themselves, but part of a broader strategy to support reflection, repair relationships, and re-engage students with learning.

We work in close partnership with families and colleagues to ensure support and accountability are balanced. Every student matters, and every day is a new opportunity to succeed.

## Definitions and Behaviours

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

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

## Behaviour Curriculum

At Bottisham Village College, we believe that positive behaviour can and must be **explicitly taught, modelled, and reinforced**. Our Behaviour Curriculum helps students understand what is expected of them and how they can meet those expectations consistently.

Our core code—**Ready, Respectful, Safe**—guides both learning and social interactions. It is embedded through:

- **Learning Routines** taught in lessons and revisited regularly
- **Social Routines** reinforced in transitions, social time, and assemblies
- **Tutor time, PSHE, assemblies, and 1:1 support** used to revisit expectations and respond to individual needs

We recognise that behaviour is part of a student's learning journey and, like academic learning, it requires **regular teaching, repetition, feedback, and re-teaching**. This is especially important for students experiencing social, emotional, or mental health challenges.

We use this curriculum to help every student develop the self-regulation, confidence, and understanding needed to thrive in school and beyond. Our approach promotes not just compliance, but a sense of **belonging, connection, and responsibility to others**.

When students forget or fall short of expectations, we respond with clarity and compassion. Consequences are used to reflect, restore and support change—not to

shame or isolate. Every behavioural incident is treated as an opportunity to teach, support and strengthen relationships.

## Strategies to develop positive relationships

At Bottisham Village College, we believe that **relationships are the foundation of learning, behaviour, and well-being**. Every interaction is an opportunity to strengthen connection, build trust, and reinforce our values. Positive relationships foster a sense of **belonging, safety, and self-worth**—all essential for students to thrive.

We expect all staff to actively build positive, respectful relationships with students, grounded in **unconditional positive regard**. This means recognising each student as an individual, showing consistent care, and believing that every young person can succeed—even when they struggle.

We draw on evidence-informed practices, including those from the [Classroom Wellbeing Toolkit](#) (Anna Freud Centre) and the Positive Regard approach, to create a culture that is relational, empathetic and restorative.

Key strategies include:

- **Greeting students warmly at the door**, reinforcing a calm, consistent start to every lesson
- **Brief personal chats** to show interest in students' lives, promoting connection and trust
- **Empathetic listening** and using calm, respectful language, even when behaviour needs addressing
- **Being alert to changes in behaviour or mood**, recognising these may signal emotional need
- **Sharing appropriately about yourself**, helping students see you as a relatable and safe adult
- **Following through on promises and boundaries**, demonstrating reliability and fairness
- **Making positive contact with families** through phone calls, notes or postcards home
- **Celebrating effort and improvement**, not just achievement
- **Making time for restorative conversations** when relationships have been strained

These strategies are not optional extras—they are a central part of our school culture. By investing in relationships, we help every student feel **valued, supported and capable of growth**.

At Bottisham Village College, we believe that **recognition is most powerful when it is meaningful, timely, and rooted in relationships**. We seek to notice and celebrate the many small, positive choices students make every day—because these are the building blocks of a respectful, thriving community.

Recognition is not about extrinsic reward alone, but about reinforcing our values and

helping students see themselves as capable, valued, and successful members of our school. By “catching students getting it right,” we strengthen self-esteem, motivation, and a sense of belonging.

We recognise positive behaviour in a range of ways, including:

- **Verbal praise** from staff and peers
- **Postcards and personal notes** sent home
- **House points** recorded in Go4Schools and shared with parents/carers
- **Written praise** as part of the school’s assessment and feedback process
- **Celebration assemblies and prize events**
- **Display of student work and achievements** across the school and on social media
- **Positive calls or emails home**
- **‘Call-in’ visits by senior staff to celebrate success in lessons**
- **Involvement in reward trips, responsibilities, and student leadership roles**

All staff are encouraged to look for opportunities to **recognise kindness, resilience, effort, and integrity**—not just academic achievement or ‘perfect’ behaviour.

In line with our Positive Regard approach, we aim to ensure that every student feels seen, encouraged, and valued, particularly those who may find school more challenging.

Recognition helps build trust, reinforce belonging, and sustain our shared commitment to being **Ready, Respectful, and Safe**.

## Challenging Disengagement and Low Effort

At Bottisham Village College, we are committed to maintaining **high expectations for every student**, including those who may not yet be intrinsically motivated. Passive disengagement, low effort, and ‘opt-out’ behaviours can quietly limit progress—and we believe it is our duty to challenge these, just as we would any disruptive conduct.

We recognise that motivation develops through **success, connection, and structure**.

Therefore, staff are expected to:

- Prompt and support students who are passive or off task, using **empathetic but direct language**:

*“I know this might feel hard, but I believe you can do this.”*

*“Let’s work out where to start—this learning matters.”*

- Reframe effort as **a shared responsibility**, not a personal preference:

*“We expect you to give your best here, and we’ll help you get there.”*

- Address low-level compliance (e.g. sitting quietly but not working) as an area for improvement, not something to overlook.
- Provide **structured opportunities to re-engage**, including revisiting tasks, re-teaching content, or offering scaffolds as needed.
- Hold consistent standards for participation, resilience, and effort in every classroom—because **we believe all students can achieve, and we will not lower our expectations**.

To reinforce these academic behaviours, we also issue **lunchtime or after-school restorative sessions** for students who arrive late to lessons or fail to complete homework. These are not punitive; they are part of our commitment to building strong learning habits.

We know that punctuality, preparation, and independent study are essential to long-term success, and these routines must be upheld consistently.

During restorative sessions, students may be supported to complete missed work or reflect on how they can take greater responsibility next time. This approach ensures that **every student receives clear, structured feedback on how to improve**, and that no one is allowed to quietly drift away from our high expectations.

In addition, staff may log concerns about **missing equipment** or **lack of effort** on Go4Schools. This information allows **Form Tutors and Heads of Learning** to spot emerging patterns and intervene early. However, it is the **classroom teacher who has the most powerful influence**. Through consistent expectations, relational support, and calm follow-up, teachers set the tone for what is acceptable and support students to succeed.

Disengagement—like disruption—is always addressed. Our message is clear:

**You belong here, and we believe in your ability to succeed with the right support.**

## Misbehaviours

At Bottisham Village College, we see behaviour as a form of communication. When students act in ways that fall below our expectations, we seek first to understand the need behind the behaviour, while maintaining clear boundaries and high standards.

We distinguish between misbehaviour and serious misbehaviour to ensure consistent, proportionate, and fair responses. All staff are expected to respond with empathy, curiosity, and clarity—recognising that support and structure work best together.

**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.

<b>Misbehaviour</b> is defined as (but not limited to):	<b>Serious Misbehaviour</b> is defined as (but not limited to):
<ul style="list-style-type: none"><li>• Lateness to school</li><li>• Incorrect uniform</li><li>• Truancy from lessons</li><li>• Poor attitude to learning</li><li>• Failure to follow the instructions of staff</li></ul>	<ul style="list-style-type: none"><li>• Repeated breaches of the school rules</li><li>• Any form of bullying</li><li>• Vandalism</li><li>• Theft</li><li>• Clear act of defiance</li><li>• Fighting</li></ul>

<ul style="list-style-type: none"> <li>• Learning that disrupts the flow the lesson, for example talking over the teacher or calling out.</li> <li>• Disruptive behaviour in corridors between lessons and at break and lunchtimes</li> <li>• Anti-Social Behaviour</li> <li>• Littering</li> <li>• Inappropriate language</li> <li>• Rudeness</li> <li>• Non-completion of classwork or homework</li> <li>• Inappropriate use of smart device</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking / vaping</li> <li>• Continued defiance and failure to follow instructions</li> <li>• Racist, sexist, homophobic or discriminatory behaviour</li> <li>• Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)</li> <li>• Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> <li>• Sexual comments</li> <li>• Sexual jokes or taunting</li> <li>• Physical behaviour like interfering with hair or clothes</li> <li>• 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</li> </ul> </li> </ul> <p>Possession of any prohibited items.</p> <ul style="list-style-type: none"> <li>• Knives or weapons</li> <li>• Illegal drugs</li> <li>• Stolen items</li> <li>• Tobacco/ cigarette papers/Vapes</li> <li>• Lighters/Matches/Fireworks</li> <li>• Pornographic images</li> <li>• 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)</li> </ul> <p>Physical assault</p> <p>Threats of physical violence (this could include threats made online, outside of the college).</p>
---	---

All incidents are considered in context. Where needed, reasonable adjustments are made for students with SEND or mental health needs. We use behaviour data and professional

judgement to identify patterns, reduce escalation, and tailor support appropriately.

Consequences are applied to reinforce expectations, restore safety, and support the student in re-engaging positively—not to punish. Where relationships are strained or harm has been caused, we prioritise restorative approaches that promote accountability, learning, and repair.

## Responding to behaviour

### 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** that supports positive behaviour and engagement.
- **Display the Learning Routines poster prominently** to reinforce expectations consistently.
- **Develop positive, trusting relationships with students**, which includes:
  - Greeting students warmly at the classroom door at the start of every lesson
  - Using calm, encouraging, and positive language
  - Showing respect and valuing all students equally
  - Challenging any racist, sexist, homophobic, or otherwise discriminatory language or behaviour
  - Being punctual, organised, and ready to teach

In addition, staff are expected to:

- **Know which students have SEND, learning plans, or specific behavioural needs**
- Use **strategies outlined in individual learning plans** to support engagement, communication, and regulation
- **Make reasonable adjustments** to ensure that expectations are achievable and inclusive, while still holding students to high standards
- Seek advice or support from the SEND and Inclusion teams where needed, ensuring that students with additional needs are set up to succeed

### 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 standards expected, our goal is not simply to apply consequences, but to **restore calm, reconnect relationships, and re-engage the student with learning**. Every behaviour is an opportunity for teaching, reflection, and growth.

Staff at Bottisham Village College respond to behaviour in a way that is:

- **Relational** – focused on connection and understanding
- **Consistent** – underpinned by our routines and expectations
- **Proportionate** – using consequences that match the behaviour and context
- **Supportive** – helping students learn from their actions and re-join the community positively

## Creating the Right Environment

Staff are responsible for setting the tone in their classroom and across the school. This includes:

- Greeting students positively at the door
- Displaying Learning and Social Routines prominently
- Using consistent language: *Ready, Respectful, Safe*
- Modelling calm, respectful interactions
- Being well-prepared and punctual to lessons

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

restorative sessions 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 a restorative session.

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.



Stages	Immediate Actions	Follow up actions
<b>Stage 1</b> <div>Warn</div>	Calm, clear reminder of expectations. Private if possible.	Logged on Go4School
<b>Stage 2</b> <div>Move</div> (Logged on Go4Schools)	Change of seat or working arrangement. Opportunity to reset. This may involve the student <b>moving</b> seats to work alone, with a different group, or temporarily relocating to another part of the classroom.	Monitored by Tutor / HOL
<b>Stage 3</b> <div>Remove</div> (Logged on Go4Schools)	Student is <b>removed</b> 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 restorative session  Follow up communication to parents.
Stage 4 <b>Reflection</b>	If the student causes disruption within the removal room, the student will be sent to the <b>Reflection</b> room. This behaviour will be considered as a <b>serious misbehaviour</b> 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)**

Stages	Immediate Action	Follow up actions
Stage 1 <div>Warn</div>	Calm, clear reminder of expectations. Private if possible.  Talking to the student individually, away from their peers.	Logged on Go4Schools  Lunchtime restorative session
Stage 2 <div>Move</div>	Ask students to <b>move</b> and stay near duty member of staff or move the student to a different location. "Move by me, and stand here for 5 minutes".	
Stage 3 <div>Remove</div>	If the behaviour continues or the student is defiant, call on-call for the student. On-Call to consider <b>removal</b> to Reflection room. Defiance would be considered a <b>serious misbehaviour</b> .	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.

## Responding to Repeated Removals

While most students respond positively to clear expectations and the staged *Warn-Move-Remove* approach, we recognise that some may require additional intervention to break patterns of repeated disengagement or disruption.

If a student is **removed from lessons three or more times within a half term**, a **restorative parent meeting** will be arranged. This meeting will:

- Be organised by the class teacher
- Be **supported by the Head of Faculty**, who will help review the context and patterns
- **Involve the student and their parent/carer**, with the aim of rebuilding relationships and resetting expectations
- Be **restorative in nature**, giving the student an opportunity to reflect on their behaviour, express their views, and hear the impact it may have had on others
- Focus on **next steps to support the student's success**, including behaviour strategies, learning routines, and subject-specific support

The **Form Tutor and Head of Learning** should be kept informed, so that they can monitor patterns across subjects and offer wider pastoral support if needed.

This process reinforces our commitment to **early intervention, relational accountability, and student success**. It ensures that behaviour is not managed in isolation, but as part of a joined-up approach to learning and well-being.

## 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

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**

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](#).

---

## Phones 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 will 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.
- **Restorative Session** – The student will receive a lunch time restorative session 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](#)

## Off-site misbehaviour

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**

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**

- 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

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.

## 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.

### **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 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**

### **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 Restorative Sessions

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](#)) 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/carers

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
PSP		16 Weeks  Reviewed every fortnight	Needs Assessments  Risk reduction Planning / Learning Plan  Counselling  Class Changes

## 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)
- IAEF (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](#))
- 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 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.

## **Roles and Responsibilities**

### **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, IEP 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**

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.

## Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [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.