Southam College
Behaviour Policy

2026/27

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1. Aims

We aim for all actions and behaviour at Southam College to be shaped by our **core values** of kindness, resilience and confidence: We believe that acting with **kindness** and with the interests of others at heart is the foundation for a thriving and close-knit school community which fosters strong and caring relationships at all levels. These in turn are the bedrock for building **resilience** in our learners, who are safe in the knowledge that their peers and staff will always be supportive of both their personal and academic efforts and achievements. As a result, learners will be able to develop, discover and shape their identity with **confidence** and take more and more responsibility for their own life choices.

It is this daily interaction of kindness, resilience and confidence which empowers and motivates all of us to be the best we can be.

We are therefore committed to:

- Teaching, reinforcing and praising behaviour that displays our core values
- Challenge and discipline behaviour that undermines our core values
- Ensuring equality and fair treatment for all
- Providing a calm and safe school environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers and our local community.
- Developing relationships with our students and their families to enable early intervention.
- A shared approach which involves students in the implementation of policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation at school 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2024
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2024
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

3. Definitions

Positive Behaviour is defined as: Comments or actions which exemplify and promote

- our core values of kindness, resilience and confidence
- our classroom routines (see Student code of conduct)

Misbehaviour is defined as:

- Comments or actions which deliberately:
    - undermine our core values of kindness, resilience and confidence
    - undermine or obstruct our classroom routines
    - cause emotional and/or physical harm to others (including students and staff)
    - cause disruption on arrival to school or during dismissal at the end of the school day, during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classlearning or homelearning
- Non-compliance with the school dress code
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / vaping / being under the influence of alcohol or drugs
- Racist, sexist, LGBQT+ phobic or discriminatory behaviour
- Possession of any prohibited items including but not limited to:
    - Knives or weapons (bladed or other including pepper spray)
    - Ammunition
    - Alcohol
    - Illegal drugs
    - Stolen or missing items
    - Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
    - Fireworks and fire lighting equipment
    - Pornographic images
    - Caffeinated energy drinks
    - 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)

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety.

This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

4. Bullying

Definition of Bullying: This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future."

Bullying can take many different forms:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- Disability-based
- Faith-based
- LGBQT+-phobic e.g. making fun of someone's sexuality or gender identification
- Online/Virtual: e.g. texts, e-mails, picture/video clip bullying, online gaming and social networking sites

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

5. Roles and responsibilities

All adults who work at and for Southam College are responsible for managing behaviour and model our high expectations at all times.

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 The Pastoral Team

The pastoral team will

- deal with incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary
- analyse and monitor incidents recorded on the school's behaviour management system and will act/ report to SLT/ other stakeholders as appropriate. Heads of Year, Heads of House and Pastoral Leaders will also analyse the distribution of HAPs and reward students in their year groups / Houses.

5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on ClassCharts
- Challenging students to meet the school's expectations

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

5.5 Parents/Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a member of the pastoral team promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Regularly access ClassCharts, the school's online behaviour platform to keep up to date with students' behaviour, home learning, rewards (HAPs) and detentions.

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

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture, at the start of every school year and at key points during each academic year:

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

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-year arrivals.

6. Behaviour Curriculum

Our behaviour curriculum intent is to promote and develop our core values of kindness, confidence and resilience. It consists of explicitly taught behaviours and learning routines which students regularly practice and develop throughout their time at Southam College. Some of these routines and behaviours are practiced every lesson.

Both our Behaviour and our Character & Culture curriculum have been co-designed and strategically aligned with our core values in mind. This incorporates Character & Culture lessons including Character Education in Sixth form, our registration programme, weekly themes, House activities, assembly programme and our programme of memorable experiences. Our core values are broken down and sequenced across our curriculum into a wide range of behaviours, awareness and attitudes that we expect our students to develop and display and students are given weekly opportunities in registration to reflect on moral dilemmas and discuss real-life applications of our values.

Our four learning routines mirror this approach and are practiced across all subjects. They consist of:

- a period of **silent study** each lesson to ensure students have a chance to reflect and apply their learning without distraction
- **cold-calling** which allows all students to think before they contribute and, at the same time, underline our strongly-held belief that every student can and should contribute every lesson as they have something of value to share
- starting every lesson with '**Revise in 5**', a retrieval task to anchor new learning in prior knowledge
- displaying **REACH** learning every lesson which is shorthand at Southam College for the five key behaviours we teach and expect to see as they will equip students with key life skills: ready to learn, engaged, being accountable for their actions, communicate respectfully and to be helpful.

Students are expected to follow the college rules which are as follows:

- At all times, act in line with our core values of kindness, confidence and resilience
- Attend school regularly, above 96%.
- Follow the four classroom routines
- Physical contact is not allowed: Southam College is a 'no hands-on' school.
- Bad language should never be used and courteous behaviour is expected at all times.
- Students must keep to the left in corridors, on stairs and on paths around the college site and move calmly and orderly between lessons and during social times.
- Students should always be punctual for lessons, registrations, appointments etc.
- Students must wear full uniform and a high standard is expected at all times.
    - The college only approves of conventional hairstyles in one natural colour.
    - Make-up is not permitted. This includes false eyelashes. Students are not permitted to wear any colour of nail varnish in school. Students will be taken out of circulation until varnish is removed.
    - Nails must be a suitable length to complete all required activities in school.
    - Students are allowed to wear clear French tips.
    - Only a single pair of small ear studs may be worn. Facial or other piercings must be removed whilst in school and cannot be covered by a plaster. Entirely clear plastic retainers may be used in established piercings. Further advise can be sought from your child's Head of Year prior to carrying out new piercings. No other jewellery is allowed except for a watch.
- Illegal substances, alcohol, tobacco and smoking/vaping paraphernalia are not allowed on the college site and their use is strictly forbidden. The use of such substances, supplying them to others or their repeated possession may lead to permanent exclusion. In addition, offensive weapons are also banned from the college site.

- Smoking and vaping are forbidden on college premises, on the way to and from college, when wearing college uniform and on college transport.
- Students should not bring expensive items or large sums of money to school. This includes personal entertainment equipment.
- Phones will be confiscated if seen outside of a bag and secured in the Student Office until the end of the day, and on the second, or further occasions of the academic year parents are required to collect the mobile phone. The same procedures apply for smartwatches and other wearable internet-enabled devices. Students are responsible for informing parents of confiscation and any collection arrangements. If a student refuses to hand over their phone or smart-device, they will be placed on internal, until they hand in the device. Please note that headphones/ear buds are not permitted to be used in school and will be confiscated in line with the procedures set out above. Students can collect headphones at the end of the school day. Phones are permitted for use after the 15:20 bell for purposeful activities such as checking ClassCharts, news or for checking a bus apps. Phones will still be confiscated if used inappropriately such as watching videos, taking photographs, making calls, or playing music out loud.
- Students must not eat in classrooms during break or at lunchtimes. Eating on the field is only permitted in the designated eating area.
- The chewing of sweets or chewing gum is not allowed during lessons. Chewing gum should not be brought to school.
- Litter should always be placed in the bins provided.
- Students must behave in a quiet and orderly manner whilst travelling on college transport. Failure to do this is likely to result in travel passes being withdrawn.
- Students are responsible for their social and learning environment including school buildings and property and must report all undesirable behaviour.
- All property, including textbooks, should be clearly marked with the owner's name.
- Students must bring all required equipment to lessons and registration including a reading book.
- Home Learning must be completed on time.
- Students must refrain from behaviour that brings the school into disrepute, including when they are outside school and they must accept sanctions when given.

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

7. Responding to behaviour

7.1 Our approach

We understand that motivation and engagement come from experiencing success. We aim to provide successful learning experiences in every lesson so that our students become intrinsically motivated to try their best at all times and develop a love of learning. Where this approach is not successful, we remind students of our high expectations, re-teach expected behaviours where appropriate and sanction misbehaviour accordingly. Sanctions depend on circumstances and are applied accordingly as to which school rules have been broken. They depend on the severity and frequency of the incidents and we understand that it is not always appropriate to use a staged approach.

For example, in cases of serious bullying and social intimidation, serious incidents of discriminatory prejudice language or hate speech, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

7.2 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.

7.3 List of rewards and sanctions

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House Achievement Points (HAPs) for a wide range of reasons and awarded on ClassCharts
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Praise on school website/Year Blogs/Social Media
- Termly HAPs Rewards
- Department certificates
- Post cards home
- Year group assemblies
- House assemblies
- Awards assemblies
- Rewards trips

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of our expectations
- Explaining the possible impact of misbehaviour on others

- Movement of students in the class to allow for more positive behaviour
- Withdrawal from lessons to a classroom on the referral rota including a restorative conversation at the end of the lesson where possible
- Withdrawal from lessons to the on call room.
- Two removals from class in a day will result in a day of internal exclusion.
- Self-removal from a lesson, refusal to leave a lesson or to move to On Call will result in a 2 hour detention on a Friday
- Detentions: break, lunchtime, afterschool. These can be with the class teacher, Head of Year, Assistant Head, Deputy Head, Headteacher.
- Failure to attend a Headteachers detention will result in a 5-day internal exclusion with persistent offences resulting in a suspension
- Parental meetings
- Report card to Tutor, Head of Year, Head of Department, Assistant Head, Deputy Head, Headteacher.
- Internal exclusion
- Planned period(s) of isolation in Refocus or Connection Hub
- Suspension
- A period of time at another school (off-site direction)
- A period of time at another school's Refocus centre (off-site direction placement)
- Permanent Exclusion

An immediate break time will be issued for the following reasons among others: not complying with school dress code, littering, hands-on, prejudiced language and swearing.

If a student has more than one ear stud or any other visible piercings, the students will be placed in isolation until the piercing has been removed or replaced by a fully clear plastic retainer.

7.4 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.

7.5 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).

7.6 Online 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.

7.7 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, the designated safeguarding lead (DSL) or relevant member of the senior leadership team will make the report and involve the school's PCSO.

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 DSL will make a tandem report to children's social care, if appropriate.

7.8 Zero-tolerance approach to 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 student'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.

7.9 Child on Child abuse

Southam College recognises that students may become victims of abuse from other students. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

The Designated Safeguarding Lead will liaise closely with the Deputy Headteacher for Behaviour to decide appropriate actions or sanctions on a case by case basis in line with the aims of our Behaviour Policy and our Safeguarding and Child Protection Policy.

8. Behaviour management

Our approach to behaviour management must be seen within the context that we have the highest expectations of all students at all times and believe that they are capable of achieving what they want to by being the 'best they can be.'

8.1 Classroom management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the classroom to teach the behaviours we expect to see and prevent 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.

They will:

- Create and maintain a stimulating and predictable environment that encourages students to be engaged
- Display the REACH poster and re-teach our expected behaviours on a regular basis
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day/lesson afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement, targeted praise, de-escalation and preventative strategies (e.g. de-personalised language which addresses the behaviour, not the student)
    - Remain calm and positive throughout each lesson and interaction
    - Model a restorative approach after behaviour incidents

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

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

8.2 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents via our 'Positive Handling' system

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.

8.3 Student support following sanctions

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
- Educating students on the impact of their behaviour on others and themselves
- Daily contact with the tutor, Head of Year or other pastoral staff
- A report card with personalised behaviour goals
- A positive report card to celebrate success which may include a personalised rewards scheme
- Regular phone-calls home to update parents on behaviour
- Working with members of the pastoral team to devise individual behaviour plans
- Referrals for anger management, art therapy or other services

Should a looked after child be at risk of suspension the virtual school will be contacted immediately for advice and any prevention added to their PEP.

Ongoing analysis of behaviour data serves to ensure that the College doesn't unintentionally discriminate against any identified group of students.

8.4 Behaviour Management locations

Referral

Students are sent to a different classroom if disruptive behaviour continues after two clear verbal warnings. Colleagues who receive a student return the student to the classroom to support a restorative conversation whenever possible. Being sent to referral results in a break detention which is logged on ClassCharts.

On Call Room

Students can be sent to the On-Call Room if their behaviour disrupts the learning of others in the referral room, if they refuse to go to the referral room or if they display serious misbehaviours. A member of staff will supervise students at all times and appropriate learning tasks are expected to be completed. When possible, students will also be supported to reflect on what causes their misbehaviour and given strategies to amend it. Being sent to the On Call Room results in an after school detention.

Refocus Centre

The Refocus Centre is used to support students with their individual needs. This involves working with students to develop positive patterns of behaviour and attitudes, so that it has a positive impact on their learning and the learning of other students. Students who are having difficulty with any area of school or their lessons can be supported either within the Refocus Centre or by Refocus staff within their usual classes. Within the Refocus Centre students are engaged in a positive and calm manner with work to complete. During breaktimes and lunchtimes students may seek support from the Refocus Centre and this does not have to be pre-arranged. The Refocus Centre is also used for internal exclusions if a student's misbehaviour warrants this level of sanction. Any student who has received a suspension needs to demonstrate positive behaviours within Refocus before returning to lessons and social time.

The Connection Hub

The Connection Hub is an area of the SEND Department that is used to support students within school. Students may work with Learning Support Assistants, in this space, on a scheduled basis to meet the needs of the student. Staff in the Connection Hub also support students to return to learning following periods of absence. The space has our Nurture room and Ready to Learn spaces, providing support for both emotional regulation and access to learning. Interventions also take place within the Connection Hub to support learners.

Inclusion Lead (Office)

The Inclusion lead's role is to investigate, design and implement - deliver where relevant – interventions that address the underlying complex issues of challenging behaviour and secure improvements in students' behaviour. The portfolio of students is reviewed regularly with the Deputy Headteacher. The Inclusion Lead works closely with the SENCO and line-manages the Refocus manager. Other responsibilities include regular contact with parents (weekly/fortnightly) to provide updates, promote home-school collaboration and share success.

9. Serious sanctions

9.1 Detention

Students can be issued with detentions during break, lunchtime, after school or on weekends during term time. Parents and carers are informed via ClassCharts, our online platform and by text message for after-school detentions.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

It is parents' responsibility to arrange transport when late buses are not available and 'inconvenience' cannot be used as a reason to ask for a change to the time or date of a detention.

9.2 Removal from classrooms

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

This can include a withdrawal from lessons to a classroom on the referral rota or a withdrawal from lessons to the on call room for more serious or persistent misbehaviour.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted and clear, verbal warnings have been issued, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by the member of staff in the referral classroom or the On-call room.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and for a maximum of 5 days for incidents of misbehaviour.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via ClassCharts.

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

- Meetings with parents and members of the pastoral team
- Use of teaching assistants

- Short term behaviour report cards
- Long term behaviour plans
- Use of Refocus / The Connection Hub
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the student on ClassCharts. Protected characteristics are automatically recorded.

9.3 Truanting

A staged approach has been implemented to gain an understanding what the difficulty is if a student is not attending registration or lessons. If a student is found truanting, they are placed on internal exclusion. A face-to-face meeting with parent and student with the Head of Year will take place before the student returns to the mainstream school and a connection plan is created. If this behaviour continues a meeting will take place with an Assistant Headteacher and eventually the Deputy Head-Behaviour Lead resulting in an off-site direction short term placement.

9.4 Suspension and permanent exclusions

The school can use off-site direction (for up to 10 weeks), suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort after all preventative measures have been exhausted or for a singular incident that has placed members of the school community in critical danger.

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the 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 co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

To anticipate and remove triggers of misbehaviour, we will consider advice from professionals within and outside the school and may consider the following:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with diagnosed sensory or other medical issues
- Training for staff in understanding conditions such as autism, ADHD, dyslexia, trauma and attachment and any other conditions that may affect learning and behaviour
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan, share it with all relevant staff, provide training where necessary and review it on a regular basis.

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

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

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

11. Search & Confiscation procedures

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11. 1 Confiscation

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

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

11.2 Searching a student

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat, blazer, tie and shoes"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction and contact the DSL, a member of the pastoral staff, the headteacher and parents to try and determine why the student is refusing to comply.

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

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

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

Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes

11.3 Searching students' possessions

Possessions means any items that the student has or appears to have control of, including lockers and bags.

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

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

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

11.4 Informing the designated safeguarding lead (DSL)

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

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

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

11.5 Informing parents

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

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

11.6 Support after a search

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

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

11.7 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in *Searching, Screening and Confiscation: Advice for schools* DfE July 2022

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

11.8 Dealing with Electronic Devices (statutory guidance)

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

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

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

12. Student induction

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development and is calendared throughout the academic year to provide ongoing support for all staff so they can model, teach and promote positive behaviour and deal with unacceptable behaviour in line with their role within the College. Behaviour research and management tips also feature regularly on our 'Sharing Good Practice' Thursday morning training and on staff training days.

Our Pastoral Team regularly access training by the local authority, Virtual School and other professionals and Educational Psychologists which is cascaded during whole-school training days.

Heads of Department monitor the training needs of teachers in their area and include behaviour training in department meetings alongside the Heads of Year in their tutor meetings.

14. Monitoring arrangements

14.1 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 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 every half-term by Claire Harwood, Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of subjects and 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. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Welfare & Pastoral Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Complaints Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- SMSC Policy
- Online Safety Policy
- Expected Behaviour of Parents and Visitors Policy

Appendix 1: Written statement of behaviour principles

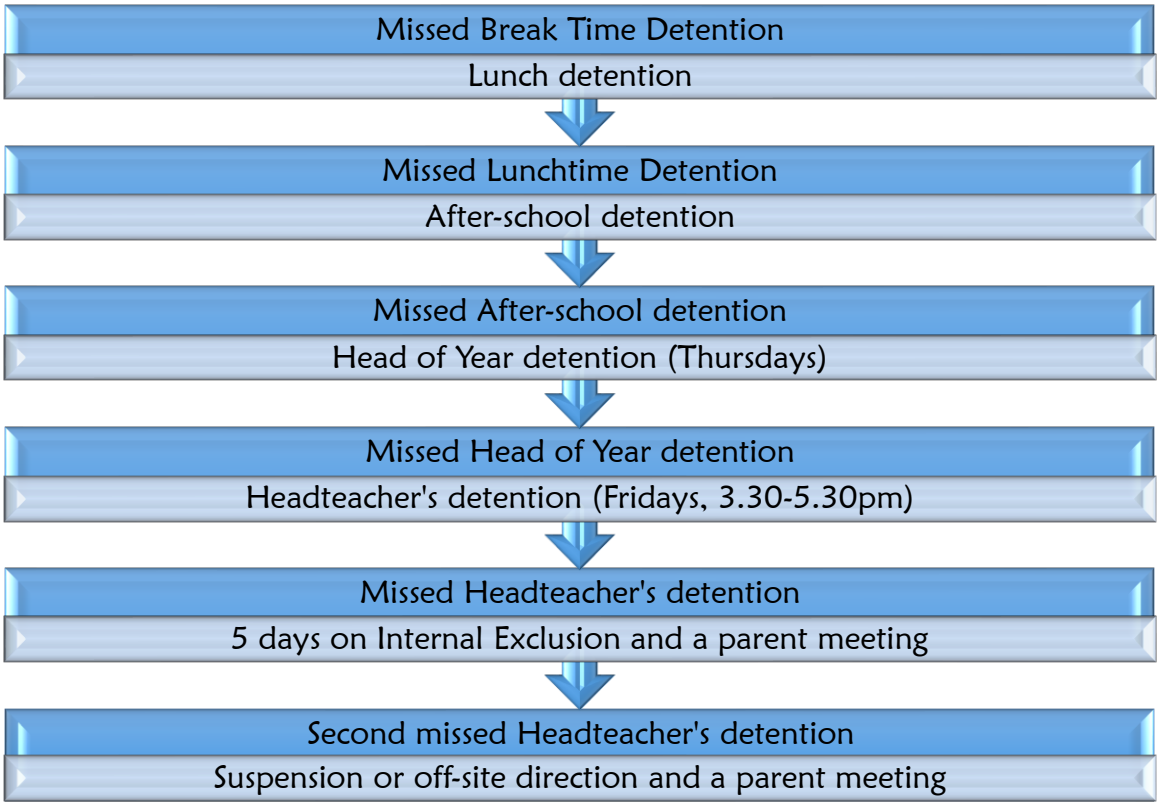
- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

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

Appendix 2: Classroom Behaviour Management



Appendix 3: Detention flowchart



Non-lesson Incidents

Instant (no warnings) **Breaktime detentions** are issued for:

- Uniform infringements e.g. shirt out/skirt rolled
- Chewing Gum
- Lateness
- Littering
- Hands on (Low level)
- Prejudiced language or swearing

Internal Exclusion is used for:

- Physicality to others
- Verbal abuse to staff
- Persistent Defiance to Staff
- Significant or persistent bullying
- Following suspension

Any child that is issued an Internal Exclusion longer than 1 day requires a parental meeting

Any child that does not complete their day of internal to the expected standard has to repeat the day

Appendix 4:
Southam College – Behaviour Policy
1 Page Summary

Aims & Definitions



Be kind: Make sure your behaviour has a **positive impact** on others. Don't just think about yourself.



Be confident: Believe that you can get there through **hard work** and give everything your best effort. Don't be lazy or put down somebody else's efforts.



Be resilient: When you don't succeed – learn from it and **keep getting better.** Don't give up at the first, second or nth hurdle!

Code of Conduct

- Be kind, confident and resilient when you're in school, out of school or online
- Follow instructions, be on time and move calmly about the site at all times
- Wear your uniform correctly at all times
- Follow REACH learning in lessons
- No hands-on
- Bullying is not tolerated: If you see it – report it
- Mobile phones should be 'not seen or heard' and only used with staff permission

Responding to behaviour

Rewards: Verbal praise, phone-calls, HAPs, trips, assemblies, certificates, postcards

Sanctions: Verbal reprimand, phone-calls, warnings, referral, on-call, detentions, parent meetings, Refocus, internal exclusion, suspension, permanent exclusion

Behaviour Management

Clear routines and high expectations – be the best you can be!

We plan support to meet all our students' needs

Maintain safety of all members of the school community

Searches and Confiscation

Are only used in clearly defined circumstances and in full compliance with the law to maintain everybody's safety in school.

Monitoring & Training

Behaviour information is recorded on ClassCharts and shared with all relevant parties. Our staff are regularly trained on teaching, promoting and celebrating positive student behaviour and on managing misbehaviour.

Appendix 5: Glossary

Term	Explanation
Alternative Provision	Alternative Provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion
Exclusion	Refers to a permanent exclusion which results in a student being taken off-roll and being placed under the care of the local authority (Warwickshire)
Off-site direction	A school can require a student to attend another education setting to improve their behaviour (local guidance for Warwickshire: up to 10 weeks).
Managed move	A voluntary process, agreed with all parties involved, including the parents and the admissions authority of the new school which leads to the transfer of a student to another mainstream school permanently.
Suspension	An exclusion from school for a fixed period of time, usually between 1-5 days depending on the severity or persistence of the behaviour incident(s)