



Trumpington Community College
The best in everyone™
Part of United Learning

Trumpington Community College

Behaviour & Exclusions Policy

2024-25

Owner: Vice Principal (Pastoral)

Review Cycle: Annual

Reviewed by: Local Governing Body

Reviewed on: Awaiting Review

Next review due by: TBC

Contents

1.	Expectations	2
2.	Policy Implementation	2
3.	Behaviour expectations	6
4.	Bullying	7
5.	Contextual Safeguarding	8
6.	Rewards	9
7.	Graduated Approach	9
8.	Sanctions	10
9.	Supporting students following a sanction	12
10.	Use of reasonable force	13
11.	Prohibited items and searches	13
12.	Drugs	16
13.	Removal from classrooms	17
14.	Suspensions and Permanent Exclusions	18
Appendix A - Individual Reasonable Adjustment to the Behaviour Policy		26
Appendix B - Uniform Expectations		28

1. Expectations

This policy sets out how Trumpington Community College will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students. In applying this policy, Trumpington Community College will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. Trumpington Community College will also have regard to its safeguarding policy where appropriate.

At Trumpington Community College, learning is at the centre of everything we do. We believe that, in order to equip our students with the skills and experience required to fulfil their ambitions and reach their potential, we must provide a learning environment within the college where every student in the community feels safe, secure and free to focus on their own learning.

We believe that every student needs a safe, structured working environment where expectations are clear, and individuals are held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promotes a culture where everyone is encouraged to take responsibility for their actions and all learners can feel safe, valued and respected.

Our policy aims to:

- promote positive behaviour
- promote self-esteem, self-discipline and positive relationships
- teach students the positive prosocial behaviours we want them to adopt
- provide a safe environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour
- make reasonable adjustments for those students with special educational needs and/or disabilities. This will include those students with a medical diagnosis or Education Health Care Plan (EHCP), as well as students with identified and suspected additional needs who may require more SEND / pastoral support

2. Policy Implementation

Trumpington Community College firmly believes that every one of its students has a right to feel safe and secure when in the college and to be treated with respect. Particular focus will be given in implementing this policy to ensure the aforementioned principle applies to our most vulnerable students. Harassment and bullying of any student in any form will not be tolerated, including online, or outside of college. The college is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously. The college makes appropriate reasonable adjustments for students with disabilities (see Appendix A for further guidance on this).

All staff are responsible for implementing the College policy consistently and fairly throughout the college by setting the standards required to promote positive behaviour.

The Senior leadership team of the college are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. Senior leaders will actively and visibly promote and maintain the desired behaviour culture on a daily basis within the college.

Students are responsible for the following:

Punctuality and attendance

Students should:

- arrive on time to the College each day
- arrive at their lessons on time equipped and ready to learn
- aim for the highest possible levels of attendance and punctuality in recognition of the well-documented evidence demonstrating the impact of attendance/absence on student outcomes and well-being.

Behaviour and conduct

Students should:

- ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off and in their college bag/locker at all times
- refrain from bringing items of high value into the college (the college does not accept responsibility for loss, damaged or stolen items)
- ensure that high standards of uniform and appearance are maintained:
 - students must wear appropriate outdoor shoes (not boots, trainers or steel-capped footwear)
 - shoes must be plain and black
 - no excessive jewellery for reasons of health and safety - stud earrings – silver or gold, 1 per ear. No visible necklaces or rings - ALL jewellery must be removed for PE lessons
 - facial piercings, excessive make-up or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable, and hair should be considered appropriate for a professional environment
 - shaved hair / eye-brow lines are not permitted
 - nails should not be false or excessively long for reasons of health and safety
 - hair should be tied back / placed in a bun if longer than collar length when engaging in practical activities such as PE, Science practicals or DT lessons
 - no hats/head covering aside from religious observance - if head covering is for religious reasons, it should be plain in colour, and either black, white or navy blue.
- not wear non-uniform items in and around college, including jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury. To support this the college promotes a policy of no intentional contact
- use polite and appropriate language and communication when addressing members of the college community and in public settings representing the college community

- follow reasonable instructions first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)

Moving safely around the college site

Students should:

- walk quietly, on the left, with pace and purpose ensuring they are not blocking the way of any other members of the college community
- ensure they are in full uniform whilst moving around the site, and when arriving and departing from the college
- be courteous to staff, other students, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could be detrimental to their own or others' health/wellbeing.

Classroom Entry & Exit Protocols

It is essential that to maximise learning time, lessons begin promptly. Students must move around the college in an orderly manner. Where teachers are travelling to another the lesson from another classroom, students should line up quietly outside the classroom and await the teacher. If the teacher is already in the classroom, students should enter the classroom and begin the Do Now task.

On exiting the classroom, students should ensure that they remain seated until dismissed.

Behaviour for Learning

Students should ensure they are on site by 8:20am and ready for morning line up at 8:25am. Students are not permitted in the college building before 8.30am (unless invited to a club or intervention) as staff are only on duty outside the building and not indoors before college.

During the college day, students should:

- line up quietly outside a classroom prior to the start of a lesson as per the entry protocol and enter the classroom in a calm, orderly manner, sitting in the seating plan devised the teacher and immediately commencing the starter activity
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be equipped: appropriate bag, PE kit, pencil case (Year 11 transparent) to include pens, pencils, sharpener, ruler, rubber, geometry set

- refrain from consuming any food or drink (except water) in classrooms; this includes soft drinks, sweets and chewing gum. Energy drinks, high sugar content drinks and fizzy drinks are not permitted in the college
- ensure that toilet visits are taken during break or lunch unless the student has a medical condition, in which case a toilet pass will be issued by the Head of Year
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, self-assessment in green pen, (THUD) dates and handwriting clearly legible
- work to the very best of their ability in each lesson demonstrating the college values of hard work and determination
- ensure that all homework tasks are attempted and completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents difficulty.

Representing the College

Students are expected to:

- demonstrate an appropriate standard of conduct on their journey to and from the college and in any situation where they are ambassadors for the college
- arrive at and leave the college in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public/wider community and ensure that public areas and property are treated respectfully

Parents are responsible for:

- supporting the college in the delivery of its behaviour curriculum by working in partnership and collaborating with the college in reinforcing with their children the principles which underpin the behaviour policy.

This is because we believe the role of parents is crucial in helping Trumpington Community College to develop and maintain good behaviour. To support the college, we invite parents to become familiar with the college's behaviour policy and where possible, to attend information evenings and/or tea and tour events where we explain the rationale that underpins our behaviour policy and behaviour curriculum.

Trumpington Community College places value in a close relationship with parents and we encourage parents to work in partnership with the college to assist us in maintaining high standards of behaviour both inside and outside of college. In particular, we expect parents to support our values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities, and homework.

In the event of any behaviour management issue, Trumpington Community College will liaise closely with parents where practical and, if relevant, other local or national support agencies. The college will keep parents informed of their child's behaviour and seek to work with them in partnership to improve behaviour where necessary. Colleges should include here details of support systems in place to meet the needs of all students.

3. Behaviour expectations

Behaviour in the classroom

At Trumpington Community College we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all students deserve disruption-free learning in their classrooms. This ensures that subject content can be delivered effectively by our teaching staff. We want our teachers to focus on teaching, not managing behaviour. We want our students to be entirely focused on learning when in lessons.

Students who fail to meet the clear, consistent and reasonable classroom expectations designed to ensure disruption free learning will be subject to the following steps:

- issue of a formal warning by a member of staff. The warning is brief and specific – simply outlining that the warning has been issued and for what reason.
- If the student fails to meet the behavioural expectations in class for a second time, and does not adjust their behaviour in response to the warning, they are asked to report to the reset room.

Refusal to go to the reset room promptly and prevent further disruption to the lesson will likely result in a further sanction. This will be determined in response to the severity of the behaviour so as to remain proportionate. Persistent defiance for example may result in a one-day fixed-term cross-site suspension to one of our sister colleges in the Cambridge cluster.

Below are examples (not an exhaustive list) of behaviours that could lead to a student being issued with a warning or removed from a lesson:

lateness; low level disruption; calling out; off-task chatter; talking over a teacher; distracting others; bickering or unkindness; rudeness; physical contact; inappropriate language; inappropriate response to a warning; refusal to follow instructions immediately; shouting; refusal to work; throwing an object; lack of equipment; leaving seat without permission; chewing gum or eating in class; use or sound of mobile phone/headphones; damaging equipment or property; swinging on chair; turning around on seat; failing to pay attention in the lesson.

Immediate removal will be issued for extremely poor behaviour as judged by the teacher leading the lesson. Examples of this may include fighting, abusive or offensive language, dangerous or violent behaviour, highly disruptive behaviour that prevents a lesson from continuing.

Wider use of the Reset Room

The Reset Room may also be used as a holding space for students to complete work when it is deemed unsuitable for them to be in circulation and attending lessons as normal. This is typically when an allegation has been made against them and it is necessary for members of the pastoral team to undertake an investigation. In these instances, students will continue to be supervised whilst completing their work and will also have an opportunity to write a statement in response to the allegations levelled against them. All investigations are carried out thoroughly, fairly, and as quickly as is practically possible.

Procedure for arrival at Reset Room

1. on arrival, the student signs in with the member of staff
2. the student is asked to sit and complete a reflection sheet/statement
3. once the reflection sheet/statement is completed the student is given timetabled work to complete
4. the student remains in the Reset Room for the period of 3 lessons (in addition to completing a detention) and is permitted to leave at the end of the three hours if they have worked hard and caused no further disruption. If students receive two warnings, the time in Reset will be extended to a full day.

During the period a student is in the Reset Room they are expected to complete work silently and not engage in any behaviour which is defiant or disruptive. Parents/carers will be contacted by a member of staff at the college by phone or email to inform them that their child has been referred and the reason for the referral.

The staff member who referred to the student to the Reset Room will also visit the student for a restorative conversation and outline future expectations in relation to the behaviour of the student.

If a student does not meet conduct expectations in the Reset Room the College will likely apply a further sanction such as a cross site or fixed term suspension.

In applying this policy, Trumpington Community College will always draw a distinction between behaviour which intentionally breaches college policy and rules, and that which arises from a student's support needs. Whilst the consequences for different misbehaviours are therefore sometimes adjusted according to the individual student's context and circumstances, all college interventions are designed to teach the expected behaviour. The principles underpinning our behaviour curriculum remain consistent for all students.

Colleges rules and policies concerning behaviour and discipline apply at all times: when a student is at the college, representing the college, travelling to and from the college, and associated with the college at any time. This includes conduct online, such as in any written or electronic communication concerning the college and United Learning.

When new students join the college as in year admissions, they will be invited to attend an onboarding meeting. During these meetings, students are briefed thoroughly on the college's expected standards of behaviour, and how the college supports students as they transition through the college, from the day they start at the college to the day they leave. This ensures that those joining the college mid-way through a year are able to demonstrate the same high standards of behaviour as their peers from the outset.

4. Bullying

It is important that all parents, students and staff members are aware of the procedures to follow if they believe their child is being bullied/they are being bullied/a child is being bullied. The college community needs to be clear on what constitutes bullying and what disciplinary sanctions may be imposed when it occurs.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Trumpington Community College, and we have clear policies and processes in place to deal with all incidents of peer-on-peer abuse. These will automatically

commence when reports of bullying are received by either the student being bullied, their parent, a concerned peer, or a member of the college staff who suspects bullying may be occurring.

- Any allegation of bullying will be thoroughly investigated by the pastoral team.
- Written statements will be collected from the alleged perpetrator, alleged victim, and any witnesses. These statements will be reviewed by the college's pastoral and Leadership Team.
- Subsequent interviews and follow-up conversations will take place as needed until as clear a picture as can possibly be achieved has been established.
- Parents will be informed of key developments as needed and where relevant whilst the investigation progresses.
- Where bullying is found to have occurred sanctions will be applied alongside any necessary relevant education and support (for both victims and perpetrators).
- Parents will be informed of the final outcome of the investigation once fully concluded.

Through our Anti Bullying Strategy, we employ a range of measures designed to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. The fundamentals of our Anti Bullying Strategy are outlined below. Please note these are also used to inform principles and procedures contained within our safeguarding policy.

Trumpington Community College will:

- Make clear to all members and stakeholders of the college community that bullying will never be tolerated.
- Educate young people through our behaviour curriculum about the prosocial behaviours that we encourage and the antisocial behaviours that will not be tolerated in the college. This will occur through a wide range of approaches including, for example, assemblies, morning addresses, PSHCE lessons, signage around the school, and individual/small group interventions where required.
- Train all staff to look for signs that bullying may be taking place through its mandatory safeguarding training for staff.
- Display posters around the school outlining our tolerant and inclusive approach. These will explicitly reference protected characteristics as defined in the Equalities Act, 2010.
- Repeat unrelentingly to students the need to disclose any concerns related to wellbeing to a trusted adult. This will be narrated through assemblies, tutor time and PSHCE lessons. It will also be displayed on signage around the college.

We recognise that young people can on occasions be very unkind to one another and that bullying does take place. We recognise also that perpetrators of bullying have often been previous victims of bullying themselves. It is necessary therefore to take a constructive approach to incidents of bullying, that aims to teach and educate young people around their chosen behaviours so as to prevent future incidences of bullying and repair situations where harm has occurred.

5. Contextual Safeguarding

Trumpington Community Colleges recognises the importance of contextual safeguarding and as such, staff will always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of college, the procedures set out in the Safeguarding and Child Protection Policy will always be followed. Concerns will be recorded in writing using the schools online recording facility without delay. Subsequent discussion with the college's Designated Safeguarding Lead and strategic decision making by the safeguarding team will ensure that the appropriate safeguarding measures are put in place.

When repeated poor behaviour occurs, the college will always undertake consideration as to whether any disruptive behaviour might be the result of unmet educational needs, or any other needs. Regular pastoral team meetings take place within the college to analyse the data around recorded instances of poor behaviour and appropriate resultant interventions and strategies are decided. These will be discussed alongside the original concerns with the student's parents accordingly. If deemed necessary, additional support will be sought through appropriate referrals to external agencies at county level.

Responding to behaviour

Rewards

At the heart of our behaviour policy is a system that recognises, reinforces and rewards positive behaviour and achievement. At Trumpington Community College we have a very clear rewards system.

Students can be awarded achievement points for a number of different reasons including the demonstration of: aspiration; confidence; creativity; determination; enthusiasm; excellent oracy skills; hard work; respect through care of our environment; respect through good manners or kindness; excellent attendance, excellent behaviour; full marks on a knowledge quiz; the 'golden ticket' for outstanding contribution to a lesson; representing the college in an event, performance or sporting fixture.

We run an achievement points system in which students' mountain points (achievement points) will accumulate throughout the year. This is the primary reward scheme in use across the college. Achievement points are awarded by staff directly to students through an online portal.

On a termly basis, we count up students' positive points and students will be awarded certificates, and in some cases vouchers and/or prizes. The college gives consideration to the fact that where challenging behaviour is related to a student's disability, the use of positive discipline and reward methods may enable the college to manage the behaviour more effectively and improve the student's educational outcomes.

Graduated Approach

Our behaviour curriculum follows a graduated approach to dealing with incidents of poor behaviour ranging from informal behaviour management through to permanent exclusions. Students will be supported by the behaviour and pastoral team. Our approach is informed by Cambridgeshire Therapeutic Thinking.

Tier 1: College and classroom-wide systems for all children and adults. This is the universal behaviour curriculum and in classrooms, is underpinned by our warn and remove system.

Tier 2

Following communication with families, students whose behaviour is regularly poor will be placed on report. When a student is on a report, they can expect mentoring and supportive conversations with the colleague to whom they are reporting. Below is a summary of the reporting windows:

- the first stage of the report system is monitored by the form tutor. Students will be placed on report for two weeks and will need to have the report signed by all subject teachers and parents.
- the report is reviewed on a weekly basis. If the student's behaviour has not improved by the end of the second week, the next stage of the graduated approach is triggered through a report to the Head of Year.
- if, after a further two weeks the behaviour has not improved, the report will be passed to the Assistant Principal to monitor.

- if no progress is made, and the student becomes at risk of a permanent exclusion they will be placed on a Pastoral Support Plan (PSP). Behaviour is tracked closely with regular meetings with parents, students and external agencies to help support the student to meet set targets.

- the plan usually runs for a maximum of 16 weeks. However, if there is a serious incident, the report can be stopped

- a Panel Meeting may also be convened. This is a serious event and is intended to outline the final stages of support and intervention that are available to prevent the possibility of permanent exclusion.

- failure of the PSP may result in either a managed move for the student or a permanent exclusion.
- the report card system is a monitoring process and will be supported by appropriate sanctions where necessary. This underpins the key notion of our behaviour curriculum in which support is continually offered in tandem with accountability.

At any point in tier 2 where it is deemed necessary, specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable may be instigated

Tier 3

Where progress is slow or not evident, additional interventions may be applied. This will require an individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans for example.

10. Sanctions

Non-compliance with behaviour expectations

When behaviour falls below the college's expectations, sanctions and/or consequences may be applied. The college recognises the difference between a consequence (necessary outcome) and a sanction (deterrent), and is aware that sometimes these can overlap. Sanctions will be decided by a senior member of staff or the Principal.

An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff
- bringing illegal substances or items into college
- bringing a weapon or tool (potential weapon) into college which could be used to injure another person
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- allegations of bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of the college into disrepute
- sexual relationships of any kind
- intentionally setting off the college's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others

- knowingly bringing a trespasser onto the college site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act(2010) applicable to the college setting.

In applying sanctions, especially those with serious consequences, the college undertakes to take reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the college's obligations under the Equality Act 2010.

The behaviour of students with SEND will be responded to including where additional support will be provided to ensure students can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the student's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have (see Appendix A).

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- referral to the college Reset Room
- liaison with outside professional agencies to offer further support
- meeting with members of the Local Governing Body (LGB)
- A cross site suspension
- SLT internal suspension
- fixed-term suspension
- permanent exclusion.

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon.

Detentions

Detentions are set for a number of reasons which may include:

- Referral to the college's Reset Room
- lateness to college
- failure to submit homework to the required standard / on the required date - these detentions are run centrally each day and are up to 60 minutes in length. They are run as 'same day' detentions in the main.

Parents and carers will be informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully.

If a student fails to attend their assigned detention, a subsequent and longer detention of up to 90 minutes will be issued.

As per the statutory guidance issued by the Department for Education, parents receiving 24 hours' notice of a detention is not required. All schools have the right to issue detentions as part of their Behaviour policy

and parental permission is not required. Nonetheless, when issuing detentions and deciding on the timing and length of detentions, staff will:

- consider the welfare of the child
- consider whether the child has caring responsibilities
- ensure parents are informed of the detention, so that any travel arrangements/adjustments can be made to ensure the child has a means to get home safely.. Inconvenience to parents, whilst regrettable, cannot of itself be sufficient justification for the cancellation of a detention.

The permitted times for detentions are:

- any college day when the student does not have permission to be absent
- teacher training days.

All staff may give detentions to students for behaviour that contravenes the behaviour policy. All children in receipt of a detention have a right to know for what the detention has been issued and what alternative choice they could have made to avoid being issued with a detention. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet. To ensure consistency and fairness in their use, the process for using detentions is set out clearly to all staff as part of their behaviour management training. The process is explained clearly such that is well-known to all students and staff.

Allegations against staff

Trumpington Community college takes its responsibilities for safeguarding extremely seriously. Any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate college policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

It should be noted that Trumpington Community Colleges has the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals. This might involve any of the sanctions used in the college's behaviour policy such as detention, reset room referrals, cross site suspensions. However, it should also be noted that in the most serious cases, sanctions up to and including longer fixed-term suspension and possible permanent exclusion will be considered. In this situation, any action undertaken would be consistent with provision relating to sanctions in all/any normal protocols and processes around exclusion and suspension.

9. Supporting students following a sanction

Consider what strategies will be considered to help all students to understand how to improve their behaviour and meet behaviour expectations of the college [see paras 61-62 of the DfE Behaviour Guidance].

At Trumpington we work hard to foster productive relationships. However, in some instances relationships can become strained. In these situations, students and staff are encouraged to conduct a restorative conversation. Conversations can be conducted with a mediator with all parties given the opportunity to voice their concerns and feelings.

10. Use of reasonable force

Trumpington Community college will follow the Department of Education advice [‘Use of Reasonable Force - advice for college leaders, staff and governing bodies’](#).

Teachers and members of staff authorised by the Principal have the power to use reasonable force. Colleagues may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the college premises when they have lawful charge of the student elsewhere (e.g., on a college trip or other authorised out of college activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the college will write a positive handling plan (an appendix to a behaviour plan) and share this with the parents/carers and relevant college staff. Parents should always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force deals with all factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the student concerned.

Every member of staff will inform the Principal immediately after needing to restrain a student physically.

11. Prohibited items and searches

There are occasions when the college may need to search a student, if there are reasonable grounds to believe that a student may have in their possession a contraband item, particularly if it is one that may cause harm to the students or to others. Ideally, searches will be undertaken with consent, but the law is such that where consent cannot be obtained the college has the right to undertake searches as required.

Records of all searches carried out, including the results of any search, and the actions taken following that search, will be maintained by the college and recorded on the college’s safeguarding platform.

The law relating to searches

Principals (or authorised members of staff as directed by the Principal) have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the

college rules which has been identified in the rules as an item which may be searched for". At Trumpington Community College that includes any item that has the potential to cause harm and is thus listed below:

Specific Banned Items

Only the Principal or a member of college staff authorised by the Principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the college's Safeguarding policy, United Learning staff-student relations guidance, and the college's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the college may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Trumpington Community College will inform the student's parents of a search conducted after the event. Where alcohol, drugs or potentially harmful substances have been found as a result of the search, parents will be informed immediately. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in college and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- So-called "legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

- Any electronic equipment (including mobile phones or other recording equipment) that it is believed has been used to receive, store, or share evidence that demonstrates harmful activity has occurred. This includes bullying, intimidation, or the sharing of illegal or sexually explicit images.
- bandanas, balaclavas, masks or anything which could be utilised to conceal identity
- nail varnish (for the damage it can do to property)
- chewing gum (for the damage it can do to property)
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity.

Parents/carers will also be informed to ensure effective lines of communication are maintained.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force however will **not** be used to search for other items. However physical resistance by a student to a search for any item those can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the college rules. The college also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The college is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the college rules.

Any decision to search a student's device will be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy.

The college may erase any data or files from the device if the college considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the College Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the college can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then sanction the student in accordance with this policy where appropriate. In such instances, parents will always be informed at the first available opportunity.

College staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to college discipline. When deciding what to do with a prohibited item, the college will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The college may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in college that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the college's usual complaints policy.

Confiscation of articles

College staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance ['Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'](#) in deciding what to do with confiscated items.

12. Drugs

The college operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The college policy on drugs applies to all college and college-related activities whether on or off site. This includes the journey to and from college. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so -called 'legal highs', and any substance pertaining to be a drug. (For clarity regarding over the counter and prescription medicines, please see the college's [Supporting Students with Medical Needs Policy](#).)

The college should take into account guidance issued by the Department for Education. The college will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the college will also

involve outside agencies where necessary. Any drug related incidents will be reported to the governors for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the college's behaviour policy and Substance Misuse Policy. The sanction is likely to include a suspension or permanent exclusion from college.

Sometimes, it will also be necessary to involve the police. In the event of any ambiguity, the college will discuss this with relevant safeguarding experts and take advice as necessary. It is important to note that whilst the college may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction.

Trumpington Community College will always take a contextual approach to where students are affected by their own or other's drug misuse. This will likely include early access to support through the college and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The college may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the college will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the college must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice. In all such instances, detailed records will be kept outlining decision rationale.

13. Removal from classrooms

There are a number of instances when it will be deemed necessary to remove a student from a classroom. The underlying reason in most cases will be to preserve disruption free learning, though it may be necessary for safeguarding or reasons.

Before a student is removed from a classroom, they will be given a warning by their teacher that the student's behaviour is not complying with the behaviour policy and therefore needs to be adapted. Where a student responds positively to this warning, no further consequence will be necessary. If, however, the student does not respond positively to the warning and continues to misbehave and/or disrupt the learning of other students, they will be removed from the classroom. Please refer to the Appendix at the end of the policy to see how reasonable adjustments to this policy will be applied for students with SEND.

The use of removal will allow for continuation of the student's education in the reset room, a supervised setting in which pastoral support is available. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student.

Trumpington Community College continues to train its teachers in effective behaviour management techniques such that removal from classrooms is determined by choices the student makes in relation to their behaviour. All students will receive a warning before being removed from the classroom, unless the behaviour is so detrimental/antisocial that the lesson will be irreparably damaged were the student to remain in the classroom. Examples of such instances include a physical assault, a serious verbal assault, or any behaviour that the teacher deems dangerous on the grounds of health and safety.

14. Suspensions and Permanent Exclusions

1. Executive Summary

To ensure good order in the college, maintain its ethos and behaviour for learning, it may be necessary to suspend students from attending college or to permanently exclude them. Any form of exclusion is the ultimate sanction. The decision to exclude is the Principal's alone or in their absence, the Vice Principal in charge. The person assigned this role will always have been explicitly named by the Principal.

2. Legislation and Guidance

In applying this policy, the college will adhere to current legislation, including the Equality Act 2010. The college recognises that it is obliged to have regard to the DfE Exclusions Guidance; of which Section 1 makes specific reference to the Equalities Act.

Therefore, sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care will be taken when making decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion. Duties under the 2010 Equalities Act will be complied with when deciding whether to exclude a student. Trumpington Community College will ensure that its policies and practices do not discriminate against students by unfairly increasing their risk of exclusion. This will be through the provision of reasonable adjustments and adequate and reasonable support for students with SEND. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process through having regard to the SEND Code of Practice. The college SENCO, or an equivalently qualified professional, will be involved in all decisions pertaining to the possible suspension of students with SEND.

The suspension and exclusion policy relates to behaviour not only in college but also to behaviour out of college: for example travelling to and from college; on college trips; work experience placement; over the telephone or online (such as on social media).

3. Types of Exclusion

Suspension

Suspension (a fixed period of exclusion) may apply either for a single occurrence of serious misconduct or for persistent misbehaviour. Suspension issued at lunchtime is equivalent to a half day exclusion.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), or where the college knows or could reasonably be expected to know, that the child has a disability, will always be considered in terms of its efficacy. In these instances, the threshold for suspension will be higher. Suspension will continue to be used where it is judged necessary. Where this is occurring, the SENCO is involved as a central part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist or specialist teacher where such support is available.

Suspensions will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or truancy
- breaches of college rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer.

Examples of behaviour that may lead to a fixed-term suspension include the following:

- verbal abuse of staff or students
- physical abuse of staff or students
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon* or banned item
- arson
- persistent poor behaviour contrary to acceptable behaviour outlined in the college behaviour policy
- bullying, including cyber-bullying.

*A weapon is defined as any item made or adapted for causing injury.

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that exclusion is an appropriate sanction.

The Headteacher may suspend a student for one or more fixed periods which do not exceed a total of 45 college days in any one college year.

During a fixed-term suspension of 5 or fewer days, work will be set by the college for the student to complete at home.

For a suspension of longer than 5 days, the college will arrange alternative educational provision from the sixth day of exclusion.

Following any fixed-term exclusion, parents / carers will be invited to attend a readmission meeting at the college with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The college will consider all further support if needed to help the student, including referral to the behavioural/pastoral support team within the college for a behaviour support programme / positive intervention or to external agencies if appropriate.

During the first five days of any suspension, the parents of a suspended student must ensure that the student is not present in a public place during normal college hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to a serious breach or persistent breaches of the college's behaviour policy and where allowing the student to remain in the academy would seriously harm the learning or welfare of the student or others in the college.

A permanent exclusion may apply for a one-off offence such as bringing a weapon into school, a serious physical assault which is intended to cause harm or which causes serious harm, a criminal offence, or an action which once undertaken raises serious concerns about the college's ability to safeguard that student or other students in future due to the behaviour presented.

The college operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students through assemblies PSHCE, morning addresses and during pastoral time. Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will likely be permanently excluded. A student found in possession of these items on site also runs the risk of permanent exclusion.

Please note the above list of examples is demonstrative and not exhaustive.

4. *The Investigation*

Prior to a suspension or exclusion taking a place, a thorough investigation will take place. Any investigation will be conducted in accordance with DfE guidance to be lawful, reasonable, fair and proportionate.

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the student is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The college behaviour policy, special educational needs policy and equality law obligations.

5. *Principal's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the college’s behaviour policy. This may also include where allowing the student to remain in college would seriously harm the education or welfare of the student or others in the college.

6. *Notification*

Once a decision to exclude has been made, the students’ parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge. This letter will outline the reasons suspension is necessary and state the date and purpose of the readmission meeting back into the college which both student and parent is required to attend. If a student has a social worker, or if a student is looked-after, the Principal (through the operational safeguarding lead) will without delay after their decision, notify the social worker. When the Principal suspends or permanently excludes a student, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

7. *Role of the Local Governing Body*

The role and responsibilities of the Governing Body in the exclusion process is as follows:

- the duty to facilitate and consider the representations of the parents if the parents wish to appeal the suspension;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

8. *Additional Requirements for Permanent Exclusion*

The college has a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB, all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 exclusions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee.

The Behaviour Committee of the Governing Body will automatically review any suspension which results in a pupil being suspended for more than 15 college days in any term, or any permanent exclusion.

The Behaviour Committee will automatically review all fixed-term suspensions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the college (not just in a given academic year).

Parents / carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of exclusion.

Level 1 suspension (less than 15 days)

A parent / carer may request that the Behaviour Committee review the process within 50 college days of receiving notice of the suspension. The request should be made in writing and should set out the question(s)

which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 college days.

The Committee will automatically review all fixed –term exclusions of children with EHCPs where this is the second or subsequent exclusion for that child during their time in the college (not just in a given academic year).

Level 2 suspension (more than 15 days fixed-term or where the suspension would result in a pupil missing a public examination or national curriculum test)

Headteacher meets with parents to discuss suspension. Behaviour Committee meets to review the exclusion within 15 days of receiving notice of the exclusion.

Level 3 suspension (permanent exclusion)

The investigating officer presents their findings to the Headteacher in regard to the alleged incident that has taken place. The Headteacher meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the student, parents/carers will be informed by the Headteacher both verbally and in writing.

Following the Headteacher’s decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 college days of receiving notice of the exclusion.

If the Behaviour Committee upholds the Headteacher’s decision to permanently exclude, parents/carers may appeal to an Independent Review Panel. In addition, the Headteacher must consult with the Regional Director of United Learning and the Chair of the Local Governing Body (or his/her nominated Deputy as delegated) before the decision is implemented.

An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two independent members, one with governance experience, the other with headship experience. This panel will decide whether to uphold the decision to exclude a student.

The Independent Review Panel can either uphold the decision to exclude the student or recommend that the college reconsiders the matter. They cannot, however, direct the reinstatement of the student.

Parents/carers have a legal right to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. Independent Review Panel Procedure

The set up and process of the IRP is set out in the DfE Exclusions Guidance. An IRP will consider all information thoroughly but it cannot compel reinstatement.

10. Monitoring and Review

Trumpington Community College continually monitors behavioural issues and evaluates the effectiveness of the behaviour policy. This helps the college to identify any patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the college which may be enabling inappropriate behaviour to occur. When patterns are identified, the college’s leadership team will decide an appropriate course of action, which may include more staff training, incorporating learning points into student’s PSHE/RSE lessons, or amending the policy.

11. Managed Moves

Managed moves are a potential intervention that allow students the opportunity of a fresh start in a new educational establishment. They work best in instances where students have made a serious, one-off mistake that makes returning to their original school particularly challenging or impossible. There are also instances where a managed move is successful due to the student recognising the need for them to change their behaviours, but due to circumstances beyond all parties' control, that change is not possible within the existing educational establishment. Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new college and only where it is in the best interests of the student.

Managed moves will only be offered as part of a planned intervention.

12. Behaviour outside of college premises

All members of the college community should be aware that the behaviour policy can extend to activities outside the college day and off the college premises- or online when the student is:

- taking part in any college organised or college related activity;
- travelling to or from college;
- wearing college uniform;
- in some other way identifiable as a student at the college;
- that could have repercussions for the orderly running of the college;
- that poses a threat to another student; or,
- that could adversely affect the reputation of the college.

This broad scope is needed particularly in relation to giving the college maximum control over the issue of bullying, particularly cyber bullying.

It should also be noted by that the decision to sanction a student will be lawful if it is made on the college premises or elsewhere at a time when the student is under the control or charge of a member of college staff even if that student is off site.#]

Preventing recurrence of misbehaviour

13. Initial intervention following behavioural incidents

Behaviour incidents are logged daily. This provides the SLT an opportunity to discuss key students during their daily 'running the day' meeting to check that the college's SEND and pastoral resources are appropriately directed each day according to need. This is specifically designed to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion.

14. Student Support in the Hub

The college's Hub provision will be made available to students where it is judged that this intervention might assist students with learning the behaviour curriculum that will enable them to be successful in a mainstream classroom.

15. Reintegration

Where students have been out of mainstream lessons for any period of prolonged time, for any reason, they will always be supported back into mainstream lessons by members of the SEND or pastoral team.

16. Monitoring and evaluating college behaviour

Should a student need to be removed from a lesson, or referred to the reset room for any other reason at a break or lunchtime, the reason will be recorded. This reason will form the basis of the restorative conversation that will take place between the student and the member of staff who issued the consequence.

Behaviour data is logged by the pastoral team and considered weekly in conjunction with relevant members of the leadership team. Colleagues with leadership responsibility will oversee and direct pastoral staff as required to intervene with students as necessary. Pastoral support will seek to identify possible factors contributing to the behaviour, system problems or failure on the part of the college to provide appropriate support for students. Where this is identified, it will be rectified to ensure that students receive support in proportion to the identified level of need within the constraints of the available resources.

Specific behaviour issues

17. Child-on-child sexual violence and sexual harassment

In every aspect of the college's culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and students whose behaviour falls below expectations will be sanctioned. All college staff have been trained on the importance of challenging all inappropriate language and behaviour between students and therefore students should expect to be challenged when their behaviour falls short.

18. Behaviour incidents online

The behaviour policy and provisions apply to all activity online (including all forms of social media) for both college purposes and personal use where that use may affect the college, students or staff in any way.

The following exemplify instances of prohibited use:

- damage to the college or its reputation, including indirectly
- use that may defame college staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the college's behalf
- using college logos or trademarks.

Where a student commits inappropriate online behaviour whilst not at college, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student or colleague, and/or could have repercussions for the orderly running of the college when the student is identifiable as a member of the college or if the behaviour could adversely affect the reputation of the college.

All misuse of social media should be reported to the college DSL or any member of the college pastoral or teaching staff.

Social media should not be used by students under the age of 13. Students of appropriate age who are using social media should do so in a manner that is in line with the behavioural expectations outlined in this policy and adhered to within the college building. Any breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within college is in place. Parents are requested to monitor their children's use of social media when at home and ensure that it is appropriate.

Even though the online space differs in many ways from a typical school environment, the same standards of behaviour are expected online as apply offline as everyone should be treated with kindness, respect and dignity at all times.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff to whom this is reported should refer the incident immediately to the designated safeguarding lead (or deputy) as such an incident raises a safeguarding concern.

19. Mobile Phones

Mobile phones if brought into the college by students remain the sole responsibility of the student. To support the college with its zero tolerance approach to bullying, mobile phones must be switched off and kept in the bottom of the student's bag throughout the school day. This applies at all times from entering the college in the morning and exiting in the afternoon.

20. Suspected Criminal Behaviour

The college has a statutory duty to report suspected criminal behaviour to the police. Parents will be informed when this occurs except when safeguarding considerations prevent this. Any evidence needed for a possible police investigation may be confiscated from students by the college. All incidents requiring police involvement will involve the DSL and probable referrals to external agencies able to provide further support and assistance to the student.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in colleges Advice (2022).

Rationale Trumpington Community College is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our College. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the ‘Asses, Plan, Do, Review’ cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific PEN (Personal Education Need) Portrait for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student’s electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student’s need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, or a Young Persons Worker. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention
Attendance to homework club	Access to keyworker support in the Hub and/or potentially the Reset room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework’s to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room

Chunked tasks	Restorative discussion with the teacher to take place at the first available opportunity (immediately where possible), rather than at the end of the day/sometime prior to the next lesson
---------------	--

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Appendix B: Uniform expectations

The expectation is that students will wear plain, black polishable shoes whilst in college
Black trainers or boots will not be permitted as an alternative to plain, black polishable shoes. Students may wear trainers during break and lunch for sports activities but must change back into college shoes before commencement of lessons.

Sports Kit is also compulsory for all students and can be purchased from SWI, our College suppliers.

Our uniform supplier is Sportswear International Ltd. Orders can be placed online <https://www.swicollegewear.co.uk/>. Orders can also be placed by telephone 01928 752610 (Option1) or by post.

Please do not hesitate to contact the relevant Head of Year in the first instance if you have any queries or concerns.

Below is the correct college uniform:



Compulsory uniform

- College blazer with logo
- College Jumper with logo (optional, in addition to blazer)
- White shirt
- College tie
- Black trousers or skirt
- Black socks
- Plain black polishable shoes (not black trainers)

The following items can be purchased from any supplier:

- Plain, tailored, black trousers (not skinny jeans, jeans, leggings or jogging bottoms)
- Plain black skirt (Straight or pleated and knee length)
- Long or short sleeved white shirt with top button done up

- Plain, black tights or black socks
- Plain, black polishable shoes

Uniform checks form a part of the College day and will continue to be so. If a student is found to be wearing any of the following items the College will make contact with the parents/carers to discuss and the students may be sent home to change into appropriate College uniform or alternatively students may be offered the correct uniform to change into for the day, it is expected that the item of uniform that is loaned to the students is returned at the end of the College Day, failure to do so may result in a parents or carers being asked to reimburse the cost of the loan uniform. If the issue persists then further sanctions maybe put in place.

Items not allowed:

- Jeans
- Jogging bottoms or sports trousers
- Jeggings or leggings
- Mini skirts – please be aware that skirts should be knee length and not of a tight “mini skirt” nature
- Shorts of any description
- Trainers or boots
- Hoodies
-

Please note that jackets are allowed to and from College and can be worn in line ups but jackets should be removed once inside the College building. Hoodies will not be acceptable as jackets.

Students may have one stud ear piercing, centrally in the lobe. No other jewellery should be worn apart from a wristwatch. Hair should be a natural colour with no lines and a haircut that is suitable for working in a professional environment. Students should not wear any makeup to College. If head scarves are worn for religious reasons, they should be a plain colour that fits with the College uniform.

Example shoes for all years

