

# Positive Behaviour Policy

**Date adopted:** December 2025

**Prepared by:** Deputy Headteacher

**Ratified by:** FGB

**Review date:** December 2026

***Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to consider a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational or individual behaviour support plan. Records should be made about any such changes and any staff who work with these children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also consider other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

*This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.*

## **Aims of policy**

This behaviour policy is based on our key concepts of academic achievement and vocational pathways leading to the world of work and on safe and connected children learning successfully in a classroom environment.

This policy aims to:

- Support students taking pride in their behaviour, so that there is a culture of compassion, resilience, respect and learning everywhere in the school with no learning opportunity wasted.
- Provide clarity for staff, students and the community about acceptable behaviour and enable the creation of strong and positive relationships.
- Encourage students to make positive choices and take responsibility for their own actions.
- Enable teachers to deliver engaging and creative lessons and learning opportunities

in a safe and secure environment.

## **1. Combe Pafford School Behaviour Policy**

Combe Pafford School is a caring community, whose values are built on resilience, respect and compassion for all. Combe Pafford School's Behaviour policy aims to promote an environment where everyone can feel happy, safe and secure; it encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

The Behaviour policy is based on our key concepts of academic achievement and vocational pathways that successfully prepares our students for the real world beyond school. The policy aims to support students to be successfully prepared for life and the world of work, enabling them to grow and thrive **safely, socially** and productively, learning and progressing across a range of educational and social environments.

Combe Pafford staff recognise that students may exhibit dysregulation which reflects their special educational needs. Support packages and clarity of consequence aim to support students in their dysregulation. All strategies that we implement to support students will be appropriate to the needs and understanding of each young person. Combe Pafford School has in place a comprehensive package of rewards to reinforce and praise positive behaviour through positive consequence. Similarly, staff support student's behaviour responses and self-regulation using clear corrective consequences for those who do not make positive choices and therefore fail to comply with the school's behaviour policy. Students who show positive behaviour choices and demonstrate our values will show 'The Combe Pafford Way'

This Policy aims to outline the measures by which the school promotes positive behaviour, self-regulation and respect; prevent bullying, support the completion of assigned work and ensure that Combe Pafford School is a safe place of learning for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Combe Pafford School reserves the right to apply this policy to all students and a student is recognisable as a Combe Pafford School student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity, if the behaviour affects another Combe Pafford student. The application of this policy is not dependent on whether the student is wearing school uniform.

## **2. High Expectations**

Our Combe Pafford learning behaviours are based on the acronym 'ABLE':

- **Arrival** - Students will arrive punctually, displaying calm and appropriate behaviour.
- **Be ready** - Students will demonstrate readiness to learn, equipped with the right mindset and necessary materials.
- **Listen** - Students will practice active listening, paying attention to instructions and guidance.

- Engage - Students will participate fully in the learning environment, contributing to discussions and activities.

When students show they are ABLE they will be making positive contributions to the Combe Pafford Community Culture.

### **3. Rewards**

Rewards are linked to positive choices and achievements, around our whole school values. Combe Pafford School regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. Combe Pafford School wishes to recognise that most students make positive behaviour choices every day. Listed below are the ways we celebrate success with students, parents and staff during the academic year. We praise and reward students in a variety of ways:

- ✓ Positive Descriptive Praise
- ✓ Stickers
- ✓ Student of the week recognition
- ✓ Achievement Assembly – show and tell work
- ✓ Individual points which can be spent at the school shop
- ✓ The use of points as a visual incentive
- ✓ Certificates of achievement – academic; social and inclusion
- ✓ End of Year Celebration Assemblies
- ✓ Visit to head teacher / preferred adult to share work / achievement
- ✓ WOW Work displays / displaying work
- ✓ Phone call home to discuss positive achievements
- ✓ Letter or postcard to parents celebrating successes

#### **3.1 Recognition**

We aim to recognise student achievements every day. Staff will always warmly welcome students into school, acknowledge their smart uniform, recognise when they show the Combe Pafford Way and take every opportunity to recognise their achievements whenever possible.

#### **3.2 Positive Points**

These are used by all staff to reward positive behaviour and are awarded currently through Class Charts (Arbor from January 2026) in the following categories:

- Respect
- Homework submitted on time
- Excellent effort
- Compassion

- Resilience
- Kind & helpful
- Extra-curricular contributions
- Meeting targets
- Arrival on time
- Being ready
- Listening
- Engaging
- Our 6th form do not currently use Classcharts, but will move to be in-line the whole school initiative by moving to accumulate Positive recognition on Arbor from January 2026.

### **3.3 Postcards/Phone Calls/Certificates**

- Students who demonstrate the Combe Pafford Way may receive postcards and phone calls home.
- Students can receive a Golden Phone Call to their parent or family as recognition of exceptional work or contribution in school
- Students can receive a Values Certificate for demonstrating the Combe Pafford Values
- The sixth form students will receive a Certificate of Recognition

### **3.4 Attendance**

Certificates are presented on a termly basis to students for 98, 99 and 100% attendance respectively over the year.

### **3.5 Headteacher Award**

Headteacher Award certificates are issued to students in recognition of exceptional achievement; resilience or compassion, either in school or as part of an extra-curricular activity. A letter is also referred home to inform parents about the Award.

### **3.6 Termly Phase Celebration Assemblies**

Individual students are recognised in End of Term Assemblies for demonstrating The Combe Pafford Way. Certificates, prizes and End of Term Reward Trips are organised for students that demonstrate consistent, positive behaviour and for showing the Combe Pafford Way.

Sixth form students have a social event to reward their hard work in school.

## **4. Support Approaches**

### **Creating Routines**

All teaching staff have a program of development, training and coaching designed to help them constantly improve their practice and establish a healthy behaviour culture. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive.

We aim to support all our students to ensure that every child succeeds during their time at School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another.

This will be determined on an individual basis depending on the need of the young person.

Our sixth form students will be supported by an Independent Support Plan

#### **4.1 Individual Behaviour Plans**

If a student is finding it challenging to manage his or her behaviour their tutor can create an Individual Behaviour Plan (IBP) to support them. These will be held on Provision Maps and reviewed within a timescale deemed appropriate

#### **4.2 Interim Annual Reviews**

Any student designated at risk of permanent exclusion will have an interim annual review to assess need and to try and obtain additional support from the LA.

### **5. Corrective Consequences**

As stated previously corrective consequences are only to be used when more positive methods of promoting outstanding learning through positive behaviour are not working with a particular individual or group of students. Supportive and corrective consequences should be logical and meaningful relative to the student's individual needs. Logical consequences should be respectful of the student's dignity. The message is that the behaviour is a problem, not the pupil.

The aim is to keep all students accessing their learning within the lesson; however, this learning can take place in an alternative space. We are committed to limiting the impact of negative behaviour of the minority on the outstanding learning of the majority. Therefore, a student can be removed from the lesson with a Teaching Assistant in order to allow the learning of the rest of the group to continue. This also allows time and space to support the students and provide them with an opportunity to correct and regulate their behaviour with dignity and away from the class. Staff then try to support the student to re-regulate the return to learning. Members of the Inclusion Team and SLT may at times be called to support in removal as and when required.

When issuing a verbal reminder to a student, it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour and give them the opportunity to make the 'right' choices.

### **5.1     Reparation**

Reparation means repairing relationships, or 'making good' in some way. We believe that our students should always be given the opportunity to repair. We do not believe in the concept of punishment, because it focuses the students mind on punishment, rather than what they did, leading often to our students feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

### **5.2     Consequences for disrupting the Learning of Others**

Where students disrupt or persistently disrupt the learning of others, they will be issued with a consequence. The aim is for the student to return to their lesson. If they fail to do this, it may result in the following:

- A negative point on classcharts (Arbor from January 2026) for the following:
  - Being unkind
  - Disrespectful behaviour
  - Not engaging with learning
  - Not listening
  - Being late
  - Being out of class
  - Not being ready
- A 10-minute break or 15-minute lunchtime detention
- A 45 minute after-school detention
- An internal suspension the next day in another class to complete their work – This can be 2 sessions; half day or full day
- A suspension (up to 5 days)

### **5.3     Repeated or more Serious Incidents**

We are committed to creating a safe environment where learners can connect to their community and be successful. However, where a student (for example) persistently disrupts the learning of others, fails to attend detentions, or is involved in a more serious incident, the student may be referred or receive a suspension or permanent exclusion for persistent breaches of the school's behaviour policy.

More serious incidents could include but are not limited to:

- Truancing (student deliberately missing from lesson without permission);
- Vaping/smoking;
- Vandalism/deliberate damage;

- Refusal to follow instructions;
- Bullying;
- Swearing;
- Spitting;
- Aggression;
- Rudeness;
- Dangerous or unsafe behaviour;
- Leaving the school site without permission

## 6. Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or internal suspension. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the suspension. As part of their re-engagement students may be expected to spend learning in another class.

A re-engagement meeting will take place at the earliest available time on the first day the student is to return to school. The re engagement meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in internal suspension until the re engagement meeting can be held.

Staff should follow the Standard Operative Procedure (SOP) when considering a suspension to ensure the process has been followed correctly

## 7. Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff and/or students;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

## **8.0 School Community Consequences**

Outside of lessons, student can be issued the range of consequences detailed for anti-social behaviour in and around School. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

The following are possible (but not limited to) reasons for a Community Consequence:

- Running or shouting indoors causing disruption to the school community
- Hitting or threatening another student
- Inappropriate language or attitude
- Dropping litter
- Not taking their plate back after eating in the dinner hall

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

### **8.1 Uniform Expectations**

Uniform expectations are detailed on the school website. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence and (where relevant) involve non-branded items eg. Students who wear trainers for medical reasons should wear non-branded and logo free items.

Uniform is checked regularly by tutors. Students who are not in correct uniform and refuse or are unable to correct it will be supported to make a positive choice. A phone call could be made home to support the young person.

## **8.2 Use of Mobile Phones**

Combe Pafford School has a **No Phone** policy in school, though students are permitted to bring them with them on transport to support regulation on their journey in and out of school. This is in keeping with the DfE's non-statutory mobile phone guidance that says students should not use mobile phones throughout the school day. Therefore, it is not permitted for students to use their mobile phones during the school day, including during lessons and between lessons, at break times or at lunchtimes.

### Mobile\_phones\_in\_schools\_guidance

- Class tutors collect mobile phones in on arrival at 8:45am
- Phones/devices should not be seen or heard on site (i.e. - before handing in to tutor, they should be out of site in a pocket or bag)
- They are stored in a secure location, such as lockable classroom draw or cupboard
- Mobile phones are handed back to pupils at the end of the school day at 3:10pm Monday to Thursday or 2:20pm on Friday
- During trips and residential visits, pupils and parents will be informed of the approach to mobile phone usage
- If a student fails to hand in the phone as expected by 0900, contact is made with home and persistent refusal to follow instructions may result in that student receiving a phone ban.

## **8.3 Deliberate use of fire alarm**

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to suspend any student who is deemed to have triggered the alarm deliberately or with malicious intent.

## **9. Bullying and Discrimination**

PLEASE REFER TO SEPARATE ANTI-BULLYING POLICY

At School, our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion, citizenship, and respect where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect, and consideration for each person within the community.

Unfortunately, online unkindness that occurs outside of school hours can escalate into bullying via mobile phones and other devices. When these issues come into school, they can have a significant impact on the learning and well-being of those involved and cause wider disruption as tensions spill over. As a school, we look to enhance support through our curriculum and through individual interventions with key adults. Tackling online issues is most effective when families and the school, work together; without parental support and engagement, out of school intervention is difficult for school to implement and partnership with home is essential. We aim to establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair, and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring, and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability, or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) can dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sharing Nudes or Semi-Nudes
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectation and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of consequence depending on the severity, frequency, and seriousness of the incident(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear consequences for failing to meet the stated requirements that could include, but not limited to lesson removal, suspension/exclusion and for repeated breaches, permanent exclusion.

### **9.1 Sexual harassment and online sexual abuse**

Combe Pafford School takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Combe Pafford School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

For this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include non-consensual sharing of images and videos (often referred to as sharing nudes or semi-nudes), inappropriate sexual comments on social media, exploitation, coercion, and threats.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Combe Pafford recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risks.

Combe Pafford will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Combe Pafford will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Suspension;
- Managed move in conjunction with the LA
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Combe Pafford will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, the school will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

#### **10. Drugs**

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

#### **11. Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

#### **12. Medication**

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

#### **13. Smoking- including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location, and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

#### **14. Search and Confiscation**

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all e.g. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with an after-school detention for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;

- any article that the member of staff 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). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/vapes/fluid;
- fizzy drinks;
- energy drinks;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain the consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

## **15. Use of reasonable force**

The school and its staff will always endeavour to resolve situations without force and to manage any demanding situation calmly.

The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **15.1 Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

## **16. Student conduct outside the school premises**

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as a Combe Pafford student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The school is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- Positive behaviour on transport to and from school, educational visits or other placements such as work experience or college courses;
- Positive behaviour on the way to and from school;
- Positive behaviour is that which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and

- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **16.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the behaviour was on the way to or from school, outside the school gates or in close proximity to the school, on school transport; and
- whether the behaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

## **17. Wilful and Accidental Damage**

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage will likely be subject to either internal or external suspension. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police and parents/families will be expected to pay for the damage. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

#### **18. Behaviour of parents/carers**

We are passionately committed to building strong and positive relationships between the Combe Pafford and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

#### **19. Allegations against staff**

The school has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the school's relevant policy and all complaints have the potential for consequences for the staff concerned.

#### **19. Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

#### **20. Complaints**

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

# APPEAL AGAINST EXCLUSIONS - POLICY STATEMENT

The Governing Body has resolved to act in accordance with the advice given by the DfE.

Latest guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England (August 2024)

The Governing Body has resolved to act in accordance with the advice given by the Torbay L.A. (see TIPS 3 Guidance).

## **Procedure for a Governors Meeting – following an Exclusion**

Note: The consideration of such cases has been delegated to a Committee of three Governors.

### **Preamble**

The Governing Body resolve that the procedure described in paragraphs 1 to 16 below should be followed when Governors meet to consider a Parent's representations against the permanent exclusion of a Pupil.

### **Procedure**

1. The meeting will be regarded as confidential. Governors' papers and any papers circulated at the meeting will be returned to the Clerk at the end of the meeting, provided that the Parents may retain a copy of any paper which has been provided to the Governors.
2. The procedure to be followed at the meeting will be explained to the Parents by the Chairman (or acting Chairman) of Governors.
3. Governors who have not already had an opportunity to read the report by the Headteacher and any papers provided by the Parents will be given time to do so.
4. Headteacher's statement to Governors.
5. Parent's questions to Headteacher (see note i).
6. Statement by any person called by the Headteacher to provide information.
7. Parent's questions to such a person.
8. Parent's statement to Governors.
9. Headteacher's questions to Parents.
10. Statement by any person called by the Parents to provide information.
11. Headteacher's questions to such a person.
12. Governors' questions to Headteacher and Parents (see note ii)

[12a Statement by Pupil and questions by Headteacher and Governors to Pupil (see note iii)].

13. Closing statement by Headteacher.
14. Closing statement by Parents.
15. Headteacher and Parents leave the meeting while the Governors consider their decision. The formal minute of this decision should include a statement of the reasons for the decision in any case in which the Governors decided that the pupil should **not** be reinstated.
16. Headteacher and Parents rejoin the meeting to be informed of the Governors' decision. If the Governors decided that the pupil should **not** be reinstated the parents would be informed that they would receive a letter to confirm that decision. The parents would also be informed that there is the opportunity for the LEA to direct reinstatement (in the case of an exclusion from a County or Voluntary Controlled School), and of their right of appeal to the School Appeals Committee if the LEA did not direct reinstatement.

In the case of an Aided School the Parent should be informed of the right to make an appeal to the School Appeals Committee against the Governors' decision, and of the time limit of fifteen days from the date of notification within which such an appeal must be logged.

#### **NOTES**

- i. Parents may ask a friend or advisor to accompany them and to speak at any stage on their behalf.
- ii. Paragraph 12 provides a formal stage for the governors to ask questions of the Headteacher and the Parents. However, Governors may also ask questions at any stage, including questions to any person called by the Headteacher or Parents to provide information (paragraph 6 and 10)
- iii. It is open to the parents to ask that the young person who has been excluded should attend the Governors' meeting. The Parents may also ask that the young person should make a statement to the Governors and answer questions put by the Headteacher or Governors. So that there is no misunderstanding about the position, it should be established before the meeting whether the parents intend the child to attend and to take part in this way.

Governors will need to have determined their policy on this point; the Governors' meeting is not a court of law and the strict rules of that forum do not apply. Nevertheless, the basic rules of natural justice must be followed; the Pupil and Parents must know the reason for the proposed action and should have a full opportunity to state their case. This suggests that if the Parent asks that the child should be present at the meeting and should take part through making a statement and answering questions, it should only be if the circumstances were exceptional that the Governors should refuse such a request.

If, on the other hand, the Parents made it clear that they did not wish the child to attend the Governors' meeting – or asked that the child should attend but not be subject to questioning – such a decision should be respected by the Governors, and section 12a would not apply.

