



Callington Community
College

Behaviour for Learning Policy

January 2024

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Behaviour policy on a page

Vision

Everything is possible.

Values

Respectful, Committed and Safe

Mission

Student aspiration and self-belief will never be diminished by a lack of opportunity. We will maintain inexcusably high expectations of all members of our community.

We champion COMMUNITY and strive for CRAFTMANSHIP.

Behaviour policy key principles

- Learning is sacrosanct and therefore it is not acceptable for it to be disrupted.
- The behaviours we expect must be taught and constantly reinforced. We do this through clear routines and established behaviour norms.
- Positive behaviour is underpinned by strong professional relationships between all stakeholders.
- We use a "Warm, Strict" approach and have high expectations of the behaviour of all students.
- We expect everyone to behave in a way that is Respectful, Committed and Safe.

Evidence base

Our policy is based on the 5 Pillars of Pivotal Practice by Paul Dix:

Consistent, calm adult behaviour, First attention to best conduct, Relentless routines, Scripting difficult conversations and Restorative conversations.

It also uses key strategies from Tom Bennett's research and writing including "Running the room" and in particular his focus on explicit routines and establishing norms.

In the classroom

A student who is not meeting our expectations in the classroom is issued with a "Warn". A second incident of disruption results in a "Remind" and further disruption results in a "Park", which is promptly recorded on Class Charts.

A "Park" is where a student is sent to the Reset room for 3 periods (including the current lesson) and a break time detention. Truancy or more serious incidents will result in a longer placement in the reset room. We also use external reflections and fixed term suspensions where necessary.

General Principles and Influences:

We aim to provide the best possible educational experience for all in our community, within a well-ordered and purposeful learning environment, ensuring all members of Callington Community College are equipped academically, artistically, and physically to aspire to everything being possible. Through our knowledge-rich curriculum, we will present our students with the very best of what has been thought, said and written.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mindset.

Sanctions, including restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive.

Each child is treated and valued as an individual with their own specific needs and talents.

Consistency of approach to young people from **all** staff, parents and carers is the key to ensuring good behaviour. We therefore endorse the value of the 'Home School Agreement' in building effective relationships with parents.

For the same reason, high quality staff training to enable a common understanding of our behaviour management procedures is important. Support for the application of these procedures from senior staff and governors ensure that the entire community is empowered to challenge poor behaviour effectively.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves and alternative provision are utilised as appropriate.

We ensure that our Behaviour for Learning Policy and practice follows the latest guidance documents from the Department for Education (see Appendix 1). We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

We make reasonable adjustments to our behaviour policy in consultation with our SEND team, external professionals and Parents/Carers. These may be in the form of a pre-warning, a time-out card, specific seating in the classroom or other adjustments as appropriate. These will be shared with class teachers and Parents/Carers.

A Sense of Belonging

We are proud to be a *community* College. The word community is important to us, as it celebrates and recognises the strong sense of belonging and the drive to engage with all stakeholders both within the College and out in the external community. We pride ourselves on warm, professional relationships between students and staff.

Each morning students will be greeted at the gate by members of the College leadership and pastoral teams. This allows us to quickly address any uniform issues, identify any students who may require pastoral support and ensure a calm and orderly entrance to the College. Students who are not in the correct uniform will be loaned the appropriate items and Parents/Carers informed. Refusal to wear loaned items or repeated uniform infringements will lead to further sanctions and we expect students to uphold our uniform standards throughout the day and on the way to/from College.

Everything is Possible

All students at Callington Community College are expected to behave in a way that is kind, polite and engendered for the promotion of successful academic outcomes for all. We recognise a range of positive behaviours that encompass the spirit of possibility. All staff are encouraged to promote and award these behaviours, so that all students achieve. Examples of the range of positive behaviours we recognise are:

Behaviour	What this looks like in practice
Endeavour	Effortful work in class. Sportsmanship.
Perseverance	Not giving up
Collaboration	Supporting and helping others
Leadership	Leading others in activity
Participation	Equal involvement in group work
Resourcefulness	Independently seeking help/support/involvement
Resilience	To keep trying, even in the face of failure
Contributor	Aiding others in work or activity
Exploration	Commitment to self-improvement

Ambition	Visible desire to do/be better
Reflection	Self-consideration of progress and adjustment
Humility	Being proud of achievement in a quiet way
Literacy Champion	Use of ambitious vocabulary in oracy/writing
Helpfulness	Supporting others with work or in events
Reading Champion	Involvement in whole class reading. Improvements in reading.
Craftmanship	Creating or contributing to something wonderful
Ethic Of Excellence	Producing work that is displayed in class
Eagerness	Active involvement in class/event
Positivity	Having a positive attitude
Commitment	Active involvement over time or promotion of a cause
Ambassador	Involvement or promotion of any event
Community Ambassador	Involvement or promotion of any event in the wider community
GCSE Pod Usage	Consistent use of
Sparx Usage	Consistent use of
Effortful Home-learning	Homework that demonstrates effort and resolve

Achievement Points

Achievement Points are awarded by all staff for behaviours identified as those tabled above and are logged on ClassCharts. These give instant recognition to students for their effort and achievement in class/during social time and beyond the curriculum.

Parents can track their child's Achievement Points using the ClassCharts app.

The number of Achievement Points received by students is monitored by their Tutor, Head of Year and associated Leadership Team members. Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

Magic Moments and telephone calls home are used by all *staff* to recognise when students have gone 'Above and Beyond' in terms of their conduct. Phone calls home are also recorded by the member of staff on SIMs. Students who produce an exceptional piece of work are invited to present it at our weekly

“Proud table” where they will receive recognition and public praise from members of the College leadership team.

Students nominated by a parent/carer/peer/teacher for outstanding achievements outside of school may also have access to a range of additional activities throughout the school year to recognise their achievements.

Consultation with students revealed their desire for rewards to have an element of extrinsic value. We feel that this is appropriate and encouraging of positive behaviours. Achievement points can be redeemed in our rewards store and the rewards available have been chosen in consultation with our student leadership team and wider community.

For example, when students accrue 50 achievement points, they can redeem this for a charitable donation. The student body are involved in nominating charities that mean something to them and change on a regular basis. For 150 points, an ice lolly. Other rewards include a queue-jumping pass, bag of chips, highlighters and even a cream tea for two! Students redeem their positive points against rewards in the shop, so have autonomy over how they reward themselves. In addition, termly events and larger prizes are available for those with the highest number of TeamCallington points.

A Culture of Positive Reinforcement

Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Verbal praise is used by all staff at Callington Community College to routinely create and reinforce positive relationships. We aim to recognise all opportunities when students are caught doing the right thing. Every student is encouraged to be the best version of themselves. We narrate the positives in lessons and around the College site. We recognise exceptional pieces of work at our weekly “proud table” staffed by members of the Leadership team.

There are also termly incentives and rewards for students who have achieved between 95-99% positive points and for those with 100% positive points.

Whilst we strive to award positive behaviours. Sometimes we will need to acknowledge poor learning behaviours also. Students will be given fair chance to revise their behaviour and get back on a positive track.

Below are the negative behaviours that can be logged on Class Charts. Again, parents and carers will receive instant notification of these via the app.

Behaviour	What this looks like in practice
Eating/Drinking in class	Chewing gum, drinking/eating without permission
Lateness	Arrival after the lesson has started
Making unnecessary noises	Noises which intentionally disturb others learning e.g.; humming
Unsafe Conduct	Behaviour that compromises safety
Argumentative	Disagreeing with staff instruction
Rudeness	Verbal/Non-Verbal gestures
Leaving class without permission	Disregarding teacher's instructions
Inattentiveness	Deliberate intent to avoid work
Off Task Conversation	Chatting about non-subject matter
Lack of pride in work	Scribbling, graffiti, purposeful destruction of work
Lack of engagement	Refusal to complete/start work
Refusal to follow instruction	Purposeful refusal to follow instruction
Truancy	Deliberate avoidance of a lesson/registration
Non-Homework completion	Deliberate avoidance of home learning
Uniform Breach/PE Kit Breach	Rolling up of skirt, absence of blazer etc. Not having correct PE kit.
Equipment Breach	Failure to be fully prepared for learning
Gross Defiance	Persistent refusal to follow instruction and comply with reasonable instruction
Damage, vandalism, littering	Causing deliberate damage to school equipment or the site, and failing to take pride in the area.
Mobile phone/technology breach	Using mobile phone during school hours, or using another kind of technology without permission or correct procedure (e.g., Air Pods, school computers.)

A 'Wraparound' Approach

Staff are expected to recognise and reward more than they sanction and to exemplify positive standards of behaviour. They are expected to demonstrate punctuality and to be explicit about the standards expected in class.

Assemblies address collectively the standards expected of students about to enter society and tackle 'live' issues that are either of interest locally and/or nationally. This may include issues such as study skills, community behaviour, discrimination, online safety, road safety, etc as and when appropriate. We use our assembly and tutor programme to constantly reinforce our routines and social norms. We teach our students who we expect them to behave using our behaviour curriculum.

Regular analysis of ClassCharts data informs our staff of behaviour trends and enables them to respond accordingly.

All staff are required to uphold a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including deescalating and modifying behaviour where they can. Where it is clear that a situation cannot be salvaged through the Warn- Remind-Park system (see Stepped Sanctions) and a student needs to be parked, this should be logged on Class Charts.

Behaviour training is included as part of our new staff induction. As staff progress throughout their career and take on positions of responsibility they are expected to support the School's Behaviour Policy and those they line manage i.e., Curriculum Leaders, who will undertake Behaviour for Learning walks or will support a member of their team through contacting a parent of a child where there have been repeated issues. This does not replace the role of the teacher but offers an additional layer of support for a student to modify their behaviour.

Opportunities for whole school training are provided as well as specific strategies to use with individual students which will be disseminated by Pastoral leads or the SEND team. These will also be shared with staff on Class charts where relevant.

Staff who require additional support with Behaviour for Learning strategies, as identified through appraisal/observation, will be entitled to bespoke training to improve this aspect of their practice.

Stepped Sanctions

Staff will sanction students who are not behaving in a way that is consistent with our values of behaviour that is **Respectful, Committed and Safe**. Staff are expected to take responsibility for behaviour in their classroom and follow up on any incidents requiring further investigation in liaison with the College's pastoral and leadership teams. School leaders will facilitate restorative conversations between students and staff where required. We pride ourselves on strong, professional relationships at the College.

We do not tolerate disruption to learning, whether that is low-level or otherwise as learning is sacrosanct. Staff will use the procedures below to sanction students who are not meeting our expectations:

Steps	Actions
Warn	Reminder to Student of the expectations linked to positive learning behaviours (Respectful, committed, safe)
	How: Staff member clearly warns that behaviour is unacceptable ensuring that the term "warn" or "warning" is clearly used e.g. "This is a warning for talking while I am talking, I need you to sit in silence, thank you." Staff should not enter into any negotiations with students.
	Incident logged on ClassCharts.
Remind	Student is reminded that their behaviour continues to not be respectful, committed or safe and that they have already received a warning of this.
	How: Staff member clearly reminds the student of our expectations for behaviour ensuring the term "remind" is used e.g. "This is a reminder that you must complete independent practice in silence, I need you to do so now or you will be parked. Thank you."
	Incident logged on ClassCharts.
Park	Instruction to student to leave the lesson, to go directly to the Reset room to prevent further disruption to the lesson.
	Park must be logged on Class charts within 5 minutes.
	How: Staff member informs a student they have been parked ensuring that term is clearly used "I am parking you now, for continuing to talk off task, you need to go directly to the Reset room, thank you." Logging the Park on class charts automatically informs the Behaviour Manager. On call pastoral staff will locate the student if they do not arrive to the Reset room within 5 minutes. Parent App informs of break time detention the following break.

Students who are parked spend three periods (including the lesson they have been parked from) in the Reset room. The sanction includes a break-time detention. (See Appendix 2) The staff member who issued the Park may visit the detention to hold a restorative conversation where relevant with use of the WeST restorative conversation guidance (appendix 6)

Following successful completion of their sanction, students will return to their next lesson and are expected to address the element of their behaviour, which fell below expectations.

The communication of actions and outcomes is essential in preventing recidivism, and for recording effective strategies that can be shared. Parents have access to this data for their child in real time through ClassCharts and can reinforce the expectations of Callington Community College, fostering consistent approaches to behaviour management.

More serious incidents such as bullying and incidents of racist or other discriminatory behaviour will be documented in accordance with Local Authority guidelines.

Students who persistently behave in such a way that demonstrates that they are not 'Respectful, Committed or Safe' will be monitored by the Curriculum Leaders or their Head of Year, as appropriate to individual cases. Leadership Team links will also work directly with students who reach this level to try and identify any barriers in College and work together with the student and their parents/carers to remove these through our "Waves of Support model".

Students for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with external professionals. This might include a mentor or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Referrals to any services will be made in consultation with parents and students and will come from a Head of Year/SENCO/SLT. Students requiring more intense support will be raised at Leadership Team level and a multi-agency process will be adopted. Should a parent not wish for specific support to take place, this will be logged.

Lateness

Lateness to College and Lateness to Lessons disrupts learning not only for the student who is late but also for their peers and the teacher, as such we expect all pupils to arrive to College and lessons on time. Staff constantly remind students of the importance of being punctual and reinforce this throughout the College day when dismissing students from lessons and break times.

Students who are 3 or more minutes late to College (without a valid reason such as a late bus) or 3 or more minutes late to Lessons (without a valid reason as decided by the teacher's professional judgement) will be sent to Reset for a placement of 3 periods (including the lesson they are sent from) and a break time.

Outside of Lesson Time and/or Away from the College Site

The expectation that students will behave in such a way that they are 'Respectful, Committed, Safe' also applies during break and lunch times, on the way to and from school, on college or public transport, on a trip and in any other circumstance that could bring the college into disrepute, have repercussions for the orderly running of the event and/or pose a threat to another student in the College. If a student is in the wider community, but wearing school uniform, we expect them to be role models and uphold the college reputation. In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is 'Respectful, Committed, Safe'.

Should students engage in misbehaviour in any of the above scenarios, the college will sanction in accordance with this policy.

TECHNOLOGY

MOBILE PHONES

Mobile phones are not permitted to be used during the College day. As soon as students arrive on site, mobile phones (and other electronic devices such as earphones/headphones) should be switched off and placed in their bags and remain there until students leave the site. They must hand over to a member of staff any phone that is seen or heard who in turn will arrange for safe-keeping at Main Reception. If a student refuses to hand it over they will be placed in the Reset room for an extended placement (typically 4 or 5 lessons and both breaks) and this will be logged as a serious incident (Gross Defiance), further refusal could result in a suspension from College.

Post-16 students are not to use their phones/headphones around the site – the only exception is in the Sixth Form Centre. Post-16 students using phone's outside of the Sixth Form Centre, should be asked to put it away.

APPROPRIATE USE OF TECHNOLOGY

Students will sign a copy of the Acceptable Use Agreement which forms part of the Digital Technology use and Online Safety policy. Breaches of the Acceptable Use Agreement will result in sanctions which may include:

- Formal warning recorded as an initiative on SIMs and contact with parents to inform them of the breach of the Acceptable Use Agreement.
- Fixed period ban from the College network
- Permanent ban from the College network
- Serious breaches of the Acceptable Use Agreement, Digital Technology and Online Safety policy, actions which may contravene the law or bring the College into disrepute may be referred to external agencies including the Police or CEOP as appropriate.

SEND

At Callington Community College we are committed to ensure that we remain inclusive. We have the same high expectations of students who have an Educational Health Care Plan or identified additional need(s) and all students are expected to follow the Behaviour for Learning policy, however reasonable adjustments will be made where appropriate. Advice from the SEND department, as well as external agencies, will be included in students' Individual Learning Plans (ILPs) which are available to all staff on Class Charts. ILPs include strategies for teachers and they are reviewed throughout the year, but where an additional reasonable adjustment needs to be put in place the ILP will be reviewed earlier by the SEND team, alongside other relevant members of staff.

We aim to ensure that we have provided alternative strategies and made reasonable adjustments in line with our learners' special educational needs and disabilities to ensure that they have received the approaches and support that will best suit their individual needs. Further guidance is available from the SEND team.

Suspensions and Permanent Exclusions

A tiered system of sanctions is in place at Callington Community College: including loss of social time, Reset room placements, external reflection (placement in the Reset room or equivalent of another WeST school or local school with which we have a reciprocal agreement) and fixed term exclusions (suspensions) may also be used for students who persistently breach the Behaviour for Learning policy, or where there has been a significant breach of school rules.

For students who persistently choose not to engage with the efforts of staff and/or other professionals to improve their conduct, the Principal will consider a suspension from college of between 1 and 5 days. ***Any student who is suspended from College will complete a full day in the Reset room upon their return, with the possibility of returning to lessons after first break if they are deemed to be ready by the supervising staff member(s).***

Prior to the student's return to school, a reintegration meeting will take place with members of the College pastoral and/or leadership team with the Parent/Carer and Student. If Parents/Carers do not attend the meeting, it will take place with the student in their absence and this will be noted on the reintegration form. During the meeting a Reintegration Meeting Agreement will be completed to review what happened that led to the suspension and most importantly, what we all need to do going forward to prevent a reoccurrence of this behaviour. This document is completed in consultation with the Student and Parents/Carers and sets out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this. This will usually be accompanied by placement on

a Head of Year report with clear targets for the student to meet. The expectation is that staff and Parents/Carers review this report daily.

Any student who breaks the agreement of their reintegration, and/or fails to meet our expectations of conduct in the Reset room may face another period of suspension. Should a Student reach more than 15 days suspension in a term or 45 days in an academic year the Principal will convene a Governor's/Hub Advisory Board panel to meet with the student and their parents/carers to review their suspensions and make recommendations for next steps. These may include suggesting further intervention work, a Managed Move/Managed Transfer or recommendation for Permanent Exclusion. All reasonable efforts will be made by the college to look for ways to ensure the child's continued place at the college, but it is expected that this commitment will be met by the student, and their parents, also.

Callington Community College works closely with other local secondary schools and consequently managed moves/managed transfers may be used to give a student a fresh start in a different environment in line with Local Authority and WeST policies, if all other interventions have not succeeded in improving a student's behaviour. In addition, we may refer students using an off-site direction or otherwise to alternative provision.

Students may be **permanently excluded** for the following reasons:

A serious breach or persistent breaches of the Behaviour for Learning Policy and/or where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in Callington Community College.

There is no list of set behaviours for which a student can or cannot be suspended or excluded and the decision to suspend or exclude lies with the Principal, or the Vice Principal in their absence. Some examples of a serious breach/persistent breaches might include:

- Persistent disruptive behaviour in class and around school
- Gross defiance (refusing to follow reasonable staff instructions)
- Possession of illegal substances/solvents including drugs/alcohol.
- Dealing in illegal substances/solvents
- Smoking, vaping, drinking alcohol or bringing these substances or related paraphernalia onto College site.
- Assault on a member of staff (physical/verbal)
- Assault on a fellow student (physical/verbal)
- Possession, use, or threat of use of an offensive weapon (defined as a tool made or adapted for the purpose of causing mental or physical injury to another person) or other prohibited item set out in this policy.

- Bullying (including Online bullying)
- Racist/sexist/homophobic abuse, or abuse related to disability, gender orientation or gender reassignment.
- Inappropriate use of technology, including but not limited to taking pictures or video on the College site.
- Bringing the College into disrepute.

This is not an exhaustive list and the Principal will deal with cases which reach this level on an individual basis. In accordance with DfE guidance, the College will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

APPENDIX 1: GUIDANCE DOCUMENTS

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education:

- Improving Behaviour in Schools Guidance Report (EEF 2019)
- Behaviour in Schools: Advice for headteachers and school staff. (DfE July 2022)
- Behaviour and discipline in schools; advice for headteachers and school staff (DfE January 2016)
- Use of reasonable force: advice for headteachers, staff and governing bodies (DfE July 2013)
- Searching, screening and confiscation: advice for headteachers, staff and governing bodies (DfE January 2018)
- Searching, screening and confiscation: advice for schools (DfE July 2022)
- Mental Health and Behaviour in Schools; departmental advice for school staff (DfE March 2016)
- 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 (DfE July 2022) and (Updated September 2023)
- Sexual violence and sexual harassment between children in schools and colleges; advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (DfE Sept 2021)
- Creating a Culture: how school leaders and optimise behaviour (Tom Bennett on behalf of DfE March 2017)
- Keeping Children Safe in Education (KCSIE) 2023

APPENDIX 2: DETENTIONS

Detention-what the law allows:

Teachers can issue detentions to pupils (aged under 18). Detentions can be given within school hours, or outside them.

The times outside normal school hours when detentions can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days - usually referred to as training days.

All detentions are logged on ClassCharts and are visible for both students and parents to see on the ClassCharts app. Parental consent is not required for detentions, but at Callington Community College we will always seek to inform parents of the sanction where a Behaviour Detention has been issued via direct communication or the ClassCharts app. If a student deliberately misses the detention, it is likely that the sanction will be upscaled.

As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention **outside school hours** is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents have enough notice to make travel arrangements
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

As such the College has chosen to hold detentions during Break 1 and Break 2 but reserves the right to use After College Detentions where required. Parents/Carers will be informed of any After College Detention in advance (ideally 24 hours in advance) so that they can ensure their child can be collected or make arrangements for their safe travel home.

APPENDIX 3: MOBILE PHONE POLICY

At Callington Community, students are not allowed to use their phones on College site. This is to encourage them to communicate with each other face to face, focus fully on their education and reduce the risk of bullying or other safeguarding issues.

Students should never take photos/videos of themselves, other students (or staff) while on the College site at any time or when in Uniform on the way to/from College, neither should they share such images/video on Social Media or communicate them by other means.

Sanction steps

Students are routinely reminded about our policy on mobile phones.

If a student takes out their phone during a lesson, the teacher will confiscate the phone and then hand the phone in to reception, to be collected at the end of the school day.

If the student argues or refuses to hand over their phone, a senior member of staff (CL, HoY or SLT) will be notified and this will be treated as gross defiance and result in an additional sanction, such as a placement in the reset room or a fixed term exclusion (suspension).

Students who persistently breach these rules may be required to hand their phone into their Head of Year each morning or we may require Parents/Carers to keep their phone at home for a period of time.

Please note we do not encourage students to use their mobile phones as calculators. This is because for GCSE exams students are not permitted to take their phone into the Exam Hall and it is important that they learn how to use a fully functioning scientific calculator. Our advice is that all students should have their own scientific calculator during Years 7-8 so that by the time they come to sit formal exams at Key Stages 4/5, they are familiar and comfortable with using their calculator.

APPENDIX 4: CONFISCATION/POWER TO SEARCH/USE OF REASONABLE FORCE

Confiscation of inappropriate items - what the law allows:

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Principal has authorised all **members of the College Leadership and Pastoral teams (including Heads of Year and PSAs)** to search for "prohibited items" including:

- knives and weapons
- alcohol and/or illegal drugs
- stolen items
- tobacco, cigarette papers, vapes or other related paraphernalia
- fireworks
- pornographic images/videos (unless potentially of individuals under the age of 18 in which case staff will not search devices and will refer to the DSL).
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school which has been identified as an item which may be searched for.

Vaping equipment and smoking paraphernalia will be disposed of alongside other banned items unless they are deemed to be of financial or sentimental value. Such items will be labelled and kept for collection by parents or carers only. Students will not normally be allowed to collect confiscated items. Uncollected items will be disposed of after a term without further notice.

Weapons and knives, drugs and extreme/child pornography will always be handed over to the Police, otherwise it is for the school staff to decide if and when to return a confiscated item. **Further details can be found in the College's Searching, Screening and Confiscation Policy on our website.**

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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.

It is also likely that, if necessary, to maintain the safety of pupils, the Police will be called to undertake searches where items are suspected to be carried by pupils. The School adheres to the guidance found in the DFE document 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

APPENDIX 5: CALLINGTON COMMUNITY COLLEGE UNIFORM

Please see School Uniform List on the College website for the latest information regarding items to be worn:

<https://www.callingtoncc.net/attachments/download.asp?file=2630&type=pdf>

Wearing the College uniform correctly demonstrates that Students are proud to attend our College and be part of our community. It facilitates a culture of high expectations and ensures consistency for all. We believe this helps each student take pride in his/her appearance and promotes a positive image of our College.

Students are expected to wear our full uniform correctly at all times on the College site and when travelling to/from College.

Full details can be found on the College website under Parents > Uniform. However, an outline is provided for reference below:

- Plain black, polishable shoes without coloured/white logos. Boots or any type of canvas shoes are not acceptable as school shoes.
- College tartan skirt of knee-length or grey tailored trousers. Leggings, denim or cotton jersey type material is not acceptable. Skinny, flared or bootleg trousers alongside those with studs/patterns are not allowed.
- Navy collarless college cardigan or V-neck College pullover which allows the tie to show. Hooded tops are not permitted.
- Royal blue blazer embroidered with the College logo (to be worn at all times unless permission has been given for it to be removed).
- Plain white collared shirt (not a polo shirt) – Long sleeve or short sleeve.
- Students are not allowed to wear nail varnish.
- In Y7 - 8, make-up is not allowed. In Years 9, 10 and 11 make-up, if worn, must be natural and discreet.
- Students are permitted to wear a maximum of one small discreet stud earring in each ear and one finger ring of plain design, all of which must be removed for practical and PE lessons. No other items of jewellery, including facial piercing jewellery or retainers are permitted.
- Hair colour should be a natural shade (not blue or pink etc)
- Hairstyles should not be extreme.

Student's uniform is checked upon entry to College and throughout the College day. Any students who are not in the correct uniform will be asked to correct it or will be offered loan items as required. Uniform infringements are added to ClassCharts so that Parents/Carers are aware and can support with ensuring the correct uniform is worn. We work with families where there are barriers to purchasing correct uniform and welcome clear communication in regards to this.

Appendix 6: WeST Restorative Conversation Guidance

AIM: The restorative conversation is an **opportunity to reconnect/ repair/ re-store (EEF)** the relationship with the student who has broken the behaviour policy. **Please remember** the conversation is **not to seek apologies** or to deliver another telling off/administer punishment - that has already been done, this conversation is to **move the situation forward**.

The restorative conversation should follow 80/20 rule:

- **20 %** - Providing clarity on the reasons they were sent.
- **80 %** - **restoring relationships and moving the student** on from past behaviour.

Follow this simple process:

1. REFLECT & CLARIFY on what has been done. KEEP TO THE FACTS.
 - **What do you think happened when you were parked?** (Their view, not yours – be curious, not judgemental)
 - **What were you thinking about at the time?** (E.g., what's the point? I don't understand it anyway)
 - **What were you feeling at the time?** (Angry, sad, confused? Empathise)
 - **What else do you think we affected by your negative behaviour?** (Summarise to show you have listened)
 - **Now provide your account of the events** – this is how I saw things. Look for common ground/agreement and agree a way forwards.
2. Moving on from behaviour incident: KEEP IT FOCUSED.
 - **What could you do to improve behaviour in the next lesson? · How would that look/sound/feel like?** (It is vitally important that this is an achievable goal)
 - **How can we/I help you achieve this when you are back in lesson?** (Be genuinely willing to help but you can also 'hold the line' on key issues related to expectations)
 - **Reinforce positive aspirations** – Give the student something to live up to · **Devise a Teacher/Student agreement** – on the strategies you can both use to improve the student's behaviour longer term.
3. **Always Consider:**
 - Is a safeguarding issue a mitigating factor? If so, this will need reporting to the team.
 - Use of full sentences – Avoid answers such as 'don't know.'
 - Be prepared to apologise. We are all human!