



Behaviour and Rewards Policy

Northstowe Secondary College

Version Number:	5 Draft (September 2026)
Applicable to:	NSC – Year groups 7-11 (part 12-13)
Committee:	
Approved by College council:	
Review Cycle:	1 year
Date of Next Review:	July 2027

Revisions

	Description of change
1	Common language referring to Positive behaviour as Valued behaviour
2	Common language referring to Negative behaviour as Unsocial, Inconvenient (Non-negotiable) and Detrimental (Unkind, Difficult and Dangerous) behaviour
3	Language change from Internal Exclusion to Internal Suspension
4	Sanctions now referred to as paybacks, e.g., payback detention
5	Use of 'reasonable adjustments' integrated throughout the policy
6	Addition of the Distraction-free learning (Phone pouches) policy

Contents

1. Our vision
2. Purpose
3. Roles and Responsibilities
4. Valued Behaviour including rewards
5. Supporting All Learners
6. Consequences and Paybacks
7. Unsocial Behaviour (Reminder, Redirection)
8. Inconvenient Behaviour (Non-Negotiable)
9. Detrimental Behaviour – Unkind, Difficult and Dangerous (Serious)
10. Distraction-free learning
11. Report cards and Pastoral Support Plans
12. Prohibited and Banned items
13. List of BROMCOM entries
14. List of behaviours and how we would like staff to respond

1. Our vision

At Northstowe Secondary College we wish to have a pleasant working atmosphere in which we all treat each other with kindness, tolerance, care, and respect. To achieve this, as a community, we have agreed on three **key values** for students which are to be Kind, Curious and Hard-working.

KIND STUDENTS: Students who listen, do not interrupt, respect, and encourage each other to do their best.

CURIOUS STUDENTS: Students who are interested in the lesson, ask questions, are willing to 'have a go,' take ownership of their learning and always try to improve.

HARD WORKING STUDENTS: Students who take pride in their work, are on time, ready to start quickly, with the right equipment. They meet deadlines and complete work to the best of their ability.



We seek to create a **kind, curious and hardworking** learning environment by:

- Demonstrating **valued** behaviour and discipline.
- Promoting excellent learning and teaching and high standards of attainment.
- Ensuring all responses to positive and negative behaviour are fair, consistent, and proportionate.
- Promoting positive relationships amongst all stakeholders.
- Ensuring early intervention.
- Providing a safe environment free from disruption, violence, and child on child abuse.

We expect that students will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our college and Meridian Trust Values:

- *Valuing People*
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

Northstowe Secondary College staff will work in partnership with families to help students develop high levels of discipline in order that a proper regard for authority is developed. We

aim to ensure that students take responsibility for their own actions appropriate to their age and maturity.

We do this through our House System, which creates a strong team and community identity within the school. Northstowe Secondary College is split into four houses (**Attenborough**, **Dyson**, **Glennie**, and **Parks**.)

- It reflects and delivers our commitment to **'know, value and support every student to achieve.'**
- We strive to promote a real sense of pride in all we do, through our learning journey.
- We challenge our students and staff to achieve their best, in order to prepare them for success in their future.
- We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

2. Purpose of this policy

We endeavour to teach and promote valued behaviours rather than manage and control unsocial, inconvenient and detrimental (difficult and dangerous) behaviours. We achieve this through a behaviour curriculum running through our daily interactions with students and alongside the experiences and learning we provide them, both in and out of the classroom.

Valued behaviour reflects the values of the college, readiness to learn and respect for others. All staff must model and teach positive, valued learning behaviours, so that they understand what behaviour is expected and encouraged, and what is detrimental or prohibited. This is met with positive reinforcement when expectations are met, and appropriate consequences when they are not.

Positive reinforcement and consequences are both important and necessary to support a positive and safe college culture. Our behaviour policy and resulting behaviour curriculum defines the expected valued behaviours in addition to the unsocial, inconvenient and detrimental behaviours which are not accepted. It is centred on what successful behaviour looks like and aims to define it clearly for all parties, representing key habits and routines which are required in a successful college.

Reasonable adjustments will be made to these routines for students with additional needs, where appropriate to ensure all students can successfully and consistently demonstrate valued behaviours that we expect of them and everyone else. Reasonable adjustments should be made proactively and by design where possible and should be reviewed periodically.

All staff will know how to promote and teach valued behaviour and manage detrimental behaviour, and to understand what the student's behaviour might be communicating. Detrimental behaviour is commonly a result of unmet educational, mental health or other needs or vulnerabilities. All staff will focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies and so our policy will endeavour to:

- Teach, encourage and model valued behaviour and respect for others.

- Promote self-discipline and proper regard for authority amongst students.
- Prevent bullying and work alongside NSC's Anti-Bullying Policy.

Behaviour Expectations of students

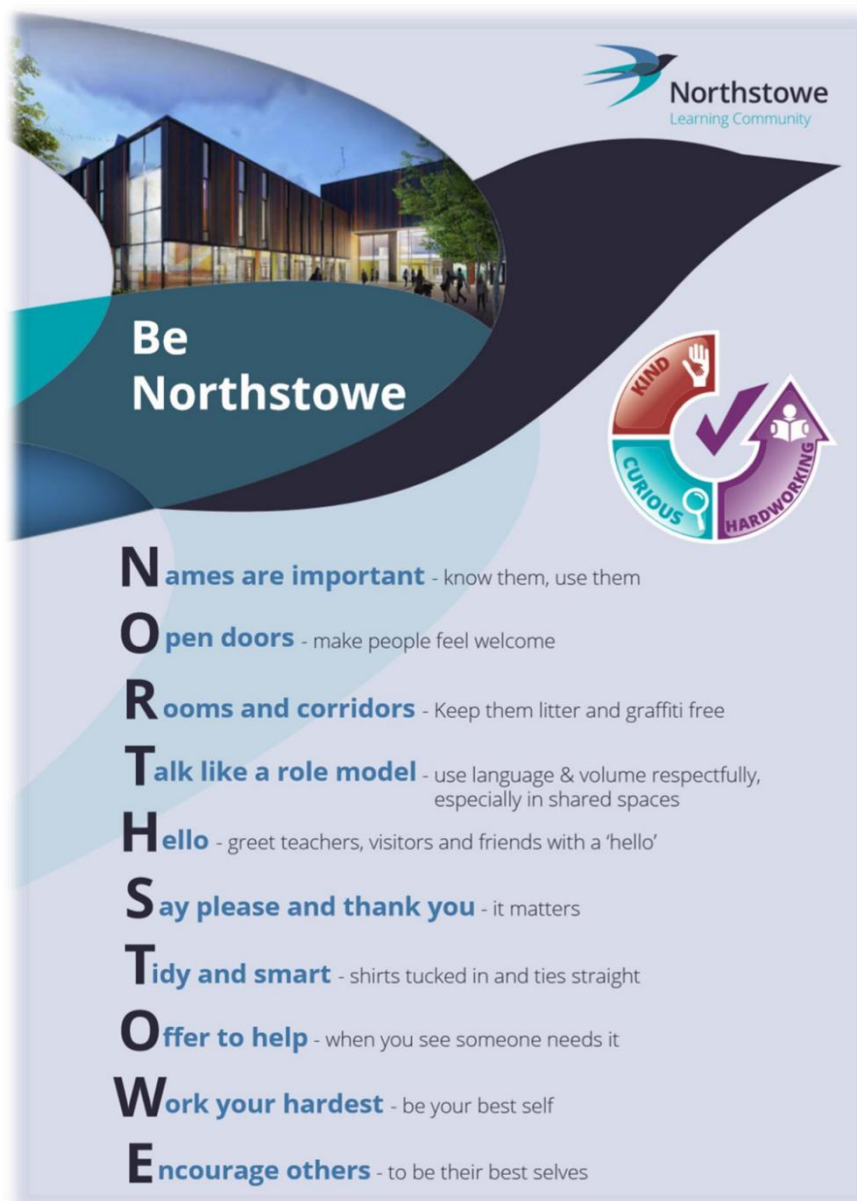
All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Therefore, we expect students to be:

Ready – Students should be punctual, in correct uniform, with correct equipment for each lesson. They show an enthusiasm for learning and challenge themselves to achieve their very best in everything they do.

Respectful – Students should be respectful of themselves, to other students, staff and the environment in which they work and learn. They meet the college's expectations and allow themselves and others to learn in a purposeful and diligent fashion; and

Safe – In lessons, at break times, as they move around the college, on their way to and from the college, students should keep themselves and others safe through the way they behave and interact with other members of our community

At Northstowe Secondary College we wish to have a pleasant working atmosphere in which we all treat each other with kindness and respect, working towards shared goals. All staff and students follow 'Be Northstowe' and 'our way.'



The poster features a large, stylized graphic of a building at night, with the text 'Be Northstowe' overlaid. To the right is the Northstowe Learning Community logo, which includes a bird icon and the text 'Northstowe Learning Community'. Below the main title is a circular graphic with four segments: 'KIND' (hand icon), 'CURIOUS' (magnifying glass icon), 'HARDWORKING' (person with book icon), and a central checkmark icon. The bottom section of the poster lists ten expectations, each starting with a large letter and followed by a brief description.

Be Northstowe

Names are important - know them, use them

Open doors - make people feel welcome

Rooms and corridors - Keep them litter and graffiti free

Talk like a role model - use language & volume respectfully, especially in shared spaces

Hello - greet teachers, visitors and friends with a 'hello'

Say please and thank you - it matters

Tidy and smart - shirts tucked in and ties straight

Offer to help - when you see someone needs it

Work your hardest - be your best self

Encourage others - to be their best selves



Northstowe
Secondary College

Our Way



Adults are visible role models

Morning welcome at the college door
Meet and greet on the door for every Lesson
End and send at the correct time after every lesson
Showing students what it means to 'Be Northstowe'



Share a common language

"This is to remind you to ..."
"Your choices have not been kind, curious or hardworking. I need to redirect you by ..."
"Your behaviour has now escalated, I need you to ..."
"Your choices have now led to a more serious situation. I need you to ..."



Use restorative questions

"What happened?"
"What were you thinking about at the time?"
"Are you ready to return to learning?"
"How have others been affected?"
"What needs to happen to put things right?"
"What do you need to do to make better choices when you return to learning?"



Stepped sanctions

(In and out of lessons)

- **Reminder** - When not making positive choices
- **Re-direction** - Demonstrating Unsocial behaviour
- **Escalation** - For repeated or Inconvenient behaviour
- **Serious** - For detrimental behaviour



Our College Values

We expect everyone to 'Be Northstowe' and to always uphold our college values of being:

- Kind
- Curious
- Hardworking



Clear behaviour expectations

We expect all students to be:

- Ready to learn
- Respectful of others
- Safe around college



Reward valued behaviour

- Verbal Praise
- House Points
- Post cards
- Positive communication home
- KUDOS cards

Paybacks

Lunchtime detentions will be issued for Non-Negotiable behaviour:

- Lateness to college
- Lateness to Lesson or tutor time
- Incorrect uniform
- Chewing Gum

Teacher Catch-ups will be issued for:

- Not completing PREP or Class Tasks

After-School and SLT detentions will be issued for:

- Escalated detrimental Behaviour
- More serious difficult or dangerous detrimental behaviour



Electronic devices MUST be locked away in pouch

3. Roles and Responsibilities

Every student:

- Is regularly made aware of the college's behaviour standards, expectations, pastoral support, and consequence processes.
- Is expected to demonstrate our valued behaviours, upholding the 3 simple college values, contributing to the development of a positive college culture.
- Is asked about their experience of the college's Behaviour and Rewards approach and has the opportunity to provide feedback on the college's behaviour culture.

This helps to support the evaluation, improvement and implementation of the Behaviour and Rewards policy. Is supported to achieve the behaviour expectations through positive relationships with staff and clear communication as well as excellent role modelling

The role of families is crucial in helping schools develop and maintain good and valued behaviour. Therefore, parents and carers are expected to:

- To support the college and are encouraged to get to know the school's Behaviour and Rewards policy.
- Where possible, take part in the life of the college and its culture.
- Have an important role in supporting the college's behaviour policy and are encouraged to reinforce the policy at home as appropriate.
- Raise any concerns they have about the management of behaviour directly with the college, while continuing to work in partnership with them.
- Where appropriate, be included in any pastoral work following their child's demonstration of detrimental behaviour, including attending reviews of specific behaviour interventions in place.
- Attend re-admission meetings to support a successful return to lessons.

Staff will endeavour to:

- Be highly visible.
- Be **calm, clear and consistent** – poor behaviour is met with a rational reminder of college expectations. Responses are proportional and planned.
- Give **first attention to best conduct & catch them being brilliant** – focus on the 98% who are doing what we expect. Recognise and display beautiful work; and reward valued behaviour.
- Ensure **relentless routines** are in place – duties, meet and greet, classroom, keep to department and form time routines.
- **Script difficult interventions** - deal with unsocial and detrimental behaviour in a calm, consistent, rational and deliberate fashion.
- Engage in **a restorative follow up** where appropriate – Hold a coaching conversation about a specific event. Students get what they need, not what they deserve, as part of payback and re-admission meetings.

The Leadership Team (all staff with TLRs and above) will endeavour to:

- Be highly visible.
- Routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that the college 's behaviour and rewards policy is implemented fairly and consistently by all staff throughout the college.
- Model respectful behaviour in front of staff and young people and expect the same from them.
- Regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour.
- Lead staff in the teaching of students in how we wish them to behave.
- Guide and support staff in behaviour management.
- Act as a point of escalation where it is deemed necessary.
- Provide additional targeted support for young people with social, emotional, behavioural and mental health concerns.
- Support House teams in working alongside parents to secure and promote positive and valued behaviour.
- Monitor behaviour and rewards data to support students by putting appropriate resources into areas where specific areas require improvements.
- Encourage and facilitate appropriate training for staff to meet the expectations of the policy and assist in meeting the needs of students.

The College Council will endeavour to:

- Monitor the effectiveness and consistency of the implementation of the college's behaviour and rewards policy.

- Consider the interventions in place to support students at risk of suspension or permanent exclusion.
- Expect the leadership team to use Trust, parent, student and staff feedback to gauge the effect of the college's behaviour and rewards policy and make adjustments where necessary.
- Review the Principal's decision if:
 - o It is a permanent exclusion.
 - o It is a suspension that alone, or in conjunction with previous suspensions, will take the student's total number of days out of college above 15 for a term.
 - o It is a suspension or permanent exclusion that will result in the student missing a public exam or national curriculum test.

As a college we will collect data from the following sources to help us to monitor the impact of our policy:

- behaviour incident data, including removal from the classroom.
- attendance, permanent exclusion and suspension data.
- use of appropriate provision, off-site directions and managed moves.
- incidents of searching, screening and confiscation.
- anonymous surveys for staff, students, college council and other stakeholders on their perceptions and experiences of the school behaviour culture.

Partnership For Learning agreement:

We believe staff, parents and students are all 'partners in learning' and should work together to promote outstanding progress and achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued and supported. This agreement applies to all students in **Years 7–13**, and all parents, tutors and students are expected to agree to our **Partnership for Learning** document annually, and sign again if returning from suspension.

4. Valued Behaviour

We expect students to be able to learn in a calm, safe and supportive environment protected from disruption. Staff will promote, teach and actively 'catch' students showing valued behaviours, they will praise and celebrate students showing our values. We believe that acknowledging and responding to valued behaviour is essential to motivate further acts of valued behaviour. Rewards and recognition will be given as a result of valued behaviour, not as a bribe in return for desired behaviour.

- The college defines valued behaviour as behaviour held in high regard by an individual, the community, or the environment. Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings, and welfare of others.
- Behaviour which benefits other people or society

Rewards used to recognise valued behaviour

Students are consistently rewarded by staff through achievement points (1 house point, Postcards (3 house points) and Hot Chocolate with senior staff. Kudos cards are awarded for students who 'Go the extra mile.'

We recognise and reward students who consistently make the right choices and meet the expectations of the college, every day and throughout the year.

We provide additional celebration and reward trips that Extend the Boundaries of Learning for all students.

We make use of the positive reward points that students accumulate and recognise the achievements of those who amass significant reward point totals.

Rewards for Valued behaviour

We utilise a **range of recognition opportunities** at Northstowe Secondary College:

Classroom Teacher:

Recognition	Clear Example
Verbal Praise	'Praise' is the best form of punishment.
House Points	Students who are just 'being Northstowe'. 2 or 3 House Points per taught group per week.
Postcards (Department)	Over and above behaviours in line with our values. These are special. One per group each week.
Positive Communication	Call / E-mail Home; when a student has done something special, made huge improvements or completed an outstanding piece of work.

Tutor:

Recognition	Clear Example
Verbal Praise	'Praise' is the best form of punishment.
House Points	For helping in the tutor group, contributing to an assembly.
Postcards (House)	For doing something notable (leading in an assembly, helping out). Anything that fits our values (one per week, no more).
Positive Communication	E-mail home. For praise of good work or improvements (meeting a set target). One or two a year for students in the tutor group.
Special Mention	Ask the Senior Tutor to mention an individual in assembly / school newsletter for doing something over and above.

Senior Tutor:

Recognition	Clear Example
Verbal Praise	Phone call home. For students who are making real progress, real change or have made a big contribution.
House Points	For Inter House competitions on a Friday, for students that have stayed after school for an activity, helped in a whole school event, kind or thoughtful.
Positive Communication	Letter home. After each report, students who have consistently demonstrated our values and those who have made progress.

Special Mention	Mentions in assembly / school newsletter of students who have demonstrated one or all of our values.
------------------------	--

Principal / Senior Leadership Team:

Recognition	Clear Example
Positive Communication	Letter home. For contributions to sports/activities/helping out after school and achievements
Hot Chocolate Wednesday	For students who have no negative choices and are demonstrating our three values consistently. Followed up with a letter home / Newsletter.
Certificate of Achievement	Sent to students who bring outstanding pieces of work to show the Principal
Postcards	Good work, effort or kindness seen on learning walks or on duty.
Tea and Lemonade	For those with no negative choices and the highest number of postcards and good choices. 10 per house.

For students that go 'above and beyond' Kudos card can be awarded.

Summary of rewards and points awarded:

Reward	House point value
Hot Chocolate	+1
House Point Curious	+1
House Point Kindness	+1
House Point Hard-working	+1
House Point Homework	+1
House Point Attendance improvement	+1
Kudos Point	+1
Mention in Newsletter	+1
Postcard Home	+3

5. Supporting All Learners

We support all our learners to develop and display positive behaviour for learning and always encourage valued behaviour.

To help all learners we:

- Do not judge.
- Learn and appreciate children's Adverse Childhood Experiences and how they may impact children's behaviour.
- Form strong relationships with all students so that students feel valued, listened to, and appreciated.
- Nurture students' self-esteem and self-belief.
- Set suitable learning challenges for all.
- Expect class teachers to put in place reasonable adjustments to their normal classroom practice to help support students where needed.
- Will work with students to understand any barriers to their learning and develop a plan for support strategies with them that considers their needs.
- Agree appropriate, reasonable adjustments to help support learners with their behaviour.
- Will develop a set of support strategies in line with the plan – do – review cycle set out in the SEND code of Practice for students that have additional (SEND) needs.

These strategies will be communicated to parents and reviewed by the House and SEND teams to ensure that strategies are effective.

Reasonable Adjustments

Reasonable adjustment passes are used where there is an identified, diagnosed need for a student which is agreed by the college. They allow a student, with permission from the class teacher and accompanied by a signed pass, to go to the toilet, House office or use a limited time movement break (ideally within the classroom) as required.

The issue of an RA can only be agreed through consultation between the NEST or House office and the student's parents; and will be reviewed at least half-termly or sooner if the Senior Tutor/AP deem it appropriate. Improper use may result in the RA being revoked.

RAs can be issued for:

- A diagnosed medical condition which requires immediate action when presenting itself.
- A student experiencing a time of extreme trauma which can affect mental and emotional wellbeing at short notice.
- A reasonable adjustment as identified in a student's APDR or EHCP and agreed with the SENDCo.

For clarity, RAs are the only recognised mechanism for such adjustments.

Students with SEND

We have a graduated approach to supporting learners with Special Educational Needs or Disabilities (SEND). For more information see our SEND policy at [Policies - Meridian Trust](#). As a College we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Our SEND team work closely with all staff so that they in turn can apply the behaviour policy appropriately. Each student with SEND above wave 2 will have a pupil passport, advising teachers of strategies that are known to support these students. Furthermore, the college has a focus upon 'Adaptive Teaching,' where we know our students and use strategies to adapt lessons as the needs of the students as they arise.

Further reasonable adjustments include (but are not limited to):

- short, planned movement breaks (Ideally within the classroom) for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

Any preventative measure will consider the specific circumstances and requirements of the student concerned.

Mental Health

We understand our role in promoting positive mental health, by being a safe and affirming place for young people where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. Students that have been identified as having a Mental Health difficulty will be supported through our Special Educational Provision and Well-being hub. Further detail can be found in the MAT SEND policy <https://www.cmatrust.co.uk/key-information/policies/>

We understand that Students who are experiencing difficult events (parental separation, divorce, loss of friendship, moving house, being taken into care, moving college, domestic violence, bullying, injury, or natural disaster) are more likely to develop Mental Health problems. Students may be identified as being likely to have Mental health problems by teachers, parents, and carers.

Referral and Communication

The College will always work with parents and external partners to support Students experiencing mental health difficulties. This may be anything from external referral to CAMHs, working with the Director of Children's Services or simply recommending GP consultation. For more information on Mental Health in schools see the Department for Education (DFE) guidance [Mental health and behaviour in schools](#) Revised November 2018

Internal AP – The Hive

The purpose of the Hive is to provide education for:

- students whose needs are such that they are unable to attend mainstream lessons for emotionally based reasons (such as EBSA.)
- students whose behaviour is persistently detrimental or dangerous.
- Adjustments to the School Day may be made to reflect the needs of the student
- Students can be referred to work in the Bespoke Provision for a fixed-term period with defined objectives as recorded in an Individual Alternative Education Plan (IAEP.)
- Students will be expected to complete all work set and to work to meet targets set at the start of the process.
- Students will not access the main school buildings or lessons. Unless this is central part to their successful reintegration back into mainstream lessons
- All students with an IAEP will have their plans reviewed on a 6-week basis.
- Students who are working with external alternative curriculum providers such as CRC (Futures Programme), A Learning Place or Oak Activities; will also be subject to the IAEP review process.

Daily reports

For the small minority of students who may struggle to achieve the standards we expect, there will be timely communication with parents regarding how we intend to support students to improve, should they be falling short. An Assertive Mentoring programme will be put in place, identifying targets for each student, led by either the Senior Tutor or Assistant Principal of the student's House. The programme will involve:

- A daily report will be in place, completed by all teachers, linked to the agreed targets for improvement.
- Regular communication to parents will take place via the House office/team
- A fortnightly review to monitor the students' approach to learning, conduct and performance in lessons will be held. If this is successful, students will eventually come off the Assertive Mentoring programme in time to successfully graduate.

6. Consequences and Paybacks

Remind, Redirect, Escalate, Serious

When students are not Ready, Respectful or Safe, or exhibit Unsocial, inconvenient or detrimental behaviours (Difficult and Dangerous,) staff have a clear escalation pathway:

1. **REMIND:** When students are NOT making positive choices and learning is being disrupted. (Unsocial behaviour) The first time they challenge a student due to poor behaviour the student is given a chance to correct the behaviour (verbal **REMINDER** not recorded on BROMCOM.)
2. **REDIRECT:** When students continue to display Unsocial behaviour are NOT following school expectations inside or outside the classroom; or have NOT responded to a reminder. This is a chance to meet the expectation through **REDIRECTION** (recorded on BROMCOM.)
3. **ESCALATE:** A repeated behaviour issue inside or outside the classroom; or more serious one-off incident. (Difficult behaviour) The Consequence (**ESCALATION**) (recorded on BROMCOM with a professional, non-judgmental, GDPR compliant, accurate description of behaviour in the comments box).
4. Beyond Escalate, where behaviour has become More difficult or dangerous detrimental behaviour, it is recorded as **SERIOUS** on BROMCOM and further sanctions applied.

Non-verbal communication can be used, and staff may escalate straight to a choice or consequence when appropriate. A consequence recorded on BROMCOM will mean a student is set a Payback usually in the form of a payback detention.

Common language

Common language reinforces consistent application of the behaviour policy. Class teachers are encouraged to use this terminology which is used on BROMCOM and communication home.

Reminder

"Can I remind you of ...?" (classroom expectations)

"This is a reminder to ..."

Redirection

"Your choices have not been kind / curious / hard working, I am redirecting you by ..."

"I need to redirect your behaviour by ..."

"Are you ready to return to learning?"

"What needs to happen so that you make better choices when you return to learning?"

Escalation

"Your behaviour has now escalated, I need you to ..."

"This is now an escalation, please ..."

Serious

“Your choices have now led to a more serious situation, I need you to ...”

Removal from lessons

When a student’s behaviour is such that learning cannot continue and to maintain the safety of all students or to restore stability following an unreasonably level of disruption, staff in the first instance should send a student to the local faculty ‘focus’ room which has been identified by curriculum leads. Where this is not possible or successful, staff should request a removal through the on-call system. On-call staff will work with teachers to either address the behaviour at the classroom to allow learning to continue in the classroom or remove a disruptive student to their House office with the work that they are to complete to enable education to be continued in a managed environment. House teams will monitor the removal rate of students and use that data to support with necessary interventions as appropriate, however the consequence for a removal from lesson is payback. A removal is for the remainder of the lesson and under normal circumstances students should go to their next lesson. The LOTUS room will be used to have a restorative conversation with the student in the meantime. The consequence for removal from two lessons over the course of the college day will result in a student being placed in IS.

Payback Detention

A detention is a commonly used consequence, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of college staff when their peers have been allowed to go home, or during lunch or break where appropriate. The college will make every effort to set the payback for the following day. However:

What the law allows:

- *Teachers have authority to issue Paybacks (detention) to students (including same day.)*
- *A school’s behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible consequence.*
- *Parental consent is not required for detentions.*

As per the following guidance which can be found at: [Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-behaviour-policy/school-behaviour-policy) ‘The college does not have to give notice to parents for after-school detention so long as the student can get home safely after. They should consider individual circumstances.’

We facilitate reflection by students on the behaviour that led to a consequence or removal from the classroom and what they can do to improve and avoid such behaviour in the future. Paybacks start at 15.10 and finish at 15:40, they are completed in silence. All students will leave via the Avenue upon completion of the Payback.

In addition to reflecting on what needs to be done to put the situation right, students will copy the college’s expectations related to the behaviour demonstrated resulting in the payback.

If a student fails to meet the expectations set out in our behaviour policy and the member of staff feels it appropriate to set a Payback, the following should happen:

- The student is told that a Payback will be/has been set and the reason for it.

- The member of staff will log the Payback detention on our BROMCOM system
- At the earliest point possible the member of staff setting the Payback should make a phone call to parents and add confirmation of this call to parents.
- Where the member of staff is unavailable, then an appropriate, alternative staff member will be asked to make the call to notify parents. This should be an exception, rather than the norm.

Each Payback will generate an alert to the parents/carers of the student receiving the payback and a brief comment made on the student's file to record the facts of the incident. **A phone call to parents is preferable but not a necessity, or a prerequisite to setting a payback.**

Students will complete the full period of time for the Payback and in the interests of immediacy, must be completed on the day they are scheduled. Sports fixtures, Revision sessions or other after-college activities are not an appropriate reason for non-attendance.

Paybacks set for being late to Tutor time/lessons or for chewing gum on the College site, do not require a restorative conversation with a member of staff. The member of staff will log it. A phone call to parents or carers may be required if the behaviour becomes a continuous issue and is not resolved by the student. These will take place during the lunch time of the day of offence.

Failure to complete a payback detention will result in an SLT detention on the next Friday for 60 minutes being in the first instance. Further failures may lead to internal suspension (1 day.)

Being given two paybacks in a day will result in 1 day in IS and accumulation of 5 paybacks will result in 1 day in IS.

The member of staff setting the Payback will complete a restorative conversation with the student either at the time of the payback being set, if appropriate, or by visiting the student during the time at which they are completing the Payback. These conversations are not recorded in writing for future reference.

If a member of staff is not available to do the restorative conversation due to a clash with their planned after school commitments, they will arrange an alternative time to complete it or ask an appropriate colleague to complete it on their behalf. This should be the exception, rather than the rule.

Restorative Conversations

The purpose of the restorative conversation is for students to see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus with the following suggested questions being asked.

- What happened?
- What were you thinking at the time? What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?

Community Payback:

There may be times when an educational consequence can be closely related to the detrimental or unsocial behaviour that was demonstrated. Where appropriate the college can direct students to take part in a suitable and safe activity during their payback which gives back to the college community and helps to correct the results of their actions. E.g.: Picking litter with the site manager if they have vandalised property or caused damage via dropping chewing gum.

Internal Suspension (IS) Expectations and Consequences

Internal Suspension is a removal from the learning community to a space where students are expected to continue to learn with necessary resources and support from a member of staff. Students may be internally suspended, i.e. suspended from the college population on site, if deemed more appropriate than being at home. A student may be schooled at a different time from other students for a temporary period and/or tuition may be provided for a student to work apart from others for a temporary period and/or within a curriculum area.

All students internally suspended for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff, e.g., SLT Behaviour Lead/House SLT link. An Internal Suspension readmission form will be completed.

If a student has been issued with IS they will:

- Arrive at reception at 09:00 unless instructed differently by their house office.
- Be supervised for the day by a member of staff within the IS room.
- Have expectations explained to them and be asked to sign an agreement to say that they have understood the expectations.
- Be asked to complete a reflection task on arrival; and where appropriate receive some therapeutic input from support staff.
- Be expected to work in silence, completing all work set by their teachers.
- Order break and lunch food through staff in Internal Suspension.
- Remain until 16.00

A student will be deemed successful in Internal Suspension if they:

- Complete all work to an acceptable standard as judged by the member of staff in IS and their Senior Tutor or Assistant Principal / Vice Principal.
- Complied with the behaviour expectations whilst in IS room and have been respectful to staff.
- Kept their workspace clean; and free from graffiti and damage.

A student will be deemed unsuccessful in Internal Suspension if they:

- Are not **Ready, Respectful, and Safe**.
- **Disrupt the learning environment**, for example by making noises, engaging in unnecessary verbal communication with others, or refusing to follow reasonable staff instructions.
- **Do not complete work** to an acceptable standard, as judged by the supervising member of staff and their Senior Tutor or Assistant Principal.
- **Leave the room without permission** or refuse to enter the IS room when directed.

- **Damage property**, including graffiti on booths, furniture, or themselves.
- Are found with a **mobile phone or other prohibited item** during IS.

Consequences of IS Failure

- **Serious IS failures** (such as walking out of IS, refusing to enter, or persistent disruption) will result in a **suspension for the remainder of the day or next day depending on the time**, followed by a **minimum of 2 days in Internal Suspension** upon return. The number of days may be increased, where appropriate, depending on the behaviour demonstrated.
- **Other IS failures** (such as insufficient work completed, graffiti, or being found with a phone) will result in the **student repeating the full day in Internal Suspension**.

Internal Suspension 2 days/+ (IS)

If Internal suspension is issued for 2 days or more a re-admittance meeting will be organised with the student, their parent/carer and either a Senior Tutor or Assistant Principal at the earliest opportunity.

All Students returning to lessons from a suspension (internal or external) will be placed on achievement report with supportive strategies, that include targets and appropriate personalised rewards identified. Repeated suspensions mean that a student is moving beyond the expectations of our community and appropriate provision may need to be sought to avoid becoming at risk of permanent exclusion

Suspension (External)

Suspension is used to provide a clear signal of what is unacceptable behaviour as part of the college's behaviour policy and to show students that their current behaviour is putting them at risk of permanent exclusion. A student may be suspended for one or more fixed periods (up to a maximum of 45 college days in a single academic year). The decision to suspend a student is taken by the Principal following a serious offence or persistent disruptive behaviour.

A Suspension means that a student is legally removed from the college for a fixed period. Work will be provided, and students are expected to bring it to the return to college meeting. Students must remain at home or in the direct care of a parent/carer during the college day and must not be seen out in a public place. A safe and well check will be done each day to ensure the legal requirements of the suspension are met.

A student suspended externally will be re-admitted back into the college and complete their reintegration plan as agreed at time of suspension. This could include a period in **Internal Suspension** to ensure the student is ready to enter mainstream lessons and not disrupt the learning of others. This will be discussed at the readmission meeting.

Plans can include:

- Individual Behaviour Plan (IBP)
- Reduced timetable Agreement (for those students for whom a temporary reduction in learning hours would be beneficial. This should always be with intention of returning to full time within an agreed period of time.
- Individual Alternative Education Plan (IAEP) for students requiring reduced timetables of 80%
- Pastoral Support Plan (PSP) agreed with the local authority Education Inclusion officer.

A re-admittance back to lessons meeting will be organised with the student, their parent/carer and either a Senior Tutor or Assistant Principal. All Students returning from a suspension will be placed on achievement report with supportive strategies identified.

Repeated suspensions mean that a student is moving beyond the expectations of our community and appropriate provision (alternative provision) may need to be sought. We will consult with the local authority's inclusion team when a student has several suspensions so that we can access other suitable methods of support for each child on an individual basis.

Study Focus

When a range of strategies have been used with no effect, a student may be placed into IS for an extended period of time, usually between one and two weeks. It is expected that during this time the student will work towards being able to follow the school rules and expected standards of behaviour consistently, by following simple instructions in the IS room and producing work of the required standard. The student will be supplied with work set by their class teachers that is in line with their peers. The house team will work with the student and other agencies where necessary to address the issues that lead to the study focus.

Managed moves and offsite direction

A managed move is used at the Principal's discretion to initiate a process which leads to the transfer of a student to another mainstream school permanently. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career and is therefore in the best interests of the student by attempting to avoid a permanent exclusion. Parental consent is required for a managed move.

If a temporary move needs to occur to improve a student's behaviour, then off-site direction (as described in the DfE's Suspension and Permanent Exclusion guidance) should be used. Parental consent is not required for off-site direction. This is usually for a period of 4-6 weeks and if successful could lead to reintegration back into mainstream learning at the college or the initiation of a permanent managed move to the school where the offsite direction took place. The offsite direction can be ended by the college at any point if we deem it to be unsuccessful.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the College. A decision to exclude a student permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the College's behaviour policy; and
- Where allowing the student to remain in college would seriously harm the education or welfare of the student or others in the college.

It is highly likely that the Principal will permanently exclude any student who does the following:

- In possession of an offensive weapon on college site or whilst in college uniform.
- Is in possession of or under the influence of drugs, alcohol and banned substances whilst on the college site or in college uniform.
- Physically assaults a member of staff.

- Seriously assaults a student (E.g. physical/sexual etc)
- Is proven to be stalking or harassing a member of staff.

Our permanent exclusion procedures are as follows and are co-ordinated by the Principal and Vice Principal responsible for Behaviour, Expectations and Standards.

- Parents are phoned, or met with where practically possible, and informed of the decision.
- Information provided to Local Authority Student Referral Unit Headteacher to enable early intervention with family.
- Letter home within 24 hours giving parents the opportunity to discuss.
- Permanent Exclusion Report compiled with copies given to parents/carers, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and College Council representatives.
- Permanent exclusion hearing within 15 college days of decision with notification to Chair of Disciplinary Hearing Committee, Local Authority and Governor representatives, student, parents (and parent representative if requested), and relevant College staff.
- College Council make decision to uphold or reinstate the permanent exclusion.
- Parents given 15 college days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Appeal/Review.

The Hearing outcome and any appeal outcome must be copied to the Chair of College council, the parents, and the Local Authority.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

All college staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom/college site.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children.

The Principal and authorised college staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Staff will act in line with the Meridian Trust policies on physical restraint and the use of reasonable force and staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Malicious allegations against staff

Where a student makes an accusation against a member of staff the college will follow the procedure as outlined in **Appendix B: Managing an Allegation or Concern about an Adult working with Children, in the Meridian Trust Safeguarding and Child Protection Policy 2023**. If after investigation the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to apply a consequence in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected and appropriate interventions will also be sought for the student in liaison with parents and any appropriate student support agencies.

Behaviour outside of college premises:

(P25-26 [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115441/behaviour-in-schools-guidance.pdf) February 2024)

Northstowe Secondary College legally has the power to put consequences in place for misbehaviour outside of the college premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the college premises, or online, and which is witnessed by a staff member or reported to the school, the college can choose to place appropriate consequences on the students who have behaved poorly. This may also be done, where appropriate, in collaboration with the local authority/public transport companies to promote good behaviour on school/public transport.

Student conduct outside the college premises, including online conduct, that the college may choose to issue a consequence for include misbehaviour:

- when taking part in any college-organised or college-related activity.
- when travelling to or from college.
- when wearing college uniform.
- when 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.

N.B The decision to issue a consequence to 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 staff of the college.

Making the decision about an appropriate consequence for detrimental behaviour:

When establishing the facts in relation to an incident of poor behaviour, before deciding on a consequence, the college and member of staff responsible, will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

7. Unsocial Behaviour (requiring a REMINDER or REDIRECTION)

At our college, we expect all students to be **ready to learn**. **Unsocial behaviour** is defined as low-level, quiet non-compliance; or any action, word, or attitude that intentionally or thoughtlessly disregards another person's feelings, causing emotional distress or discomfort.

An example might include a student not following a member of staff's instruction, such as **not starting work when asked, refusing to open their book, or declining to read when directed**.

Staff should view unsocial behaviour as a possible communication of unmet needs or negative feelings. The appropriate response is to differentiate, adjust, or provide support in order to help the student re-engage.

All staff are responsible for addressing unsocial behaviour. It should not normally require the involvement of senior leaders, unless it becomes persistent or escalates into **behaviour**, which is disruptive and detrimental to others' learning or wellbeing.

Responses to unsocial behaviour are outlined below. By using consistent scripted language, positive phrasing, and limited choices, staff can reduce escalation, remove the power of the behaviour, and encourage a change in conduct.

The college defines UNSOCIAL behaviour as:

- Choosing not to seek or engage in social interaction, without causing harm to self or others.
- Withdrawing from sociable behaviour in the company of others, without detriment to self or others.
- Choosing not to follow instructions from staff, where this does not cause harm or disruption to self or others.

8. Inconvenient (Non-Negotiable) Behaviour

Inconvenient behaviour refers to conduct that falls outside of the college's stated expectations but does not cause harm to learning, wellbeing, or safety. Examples include wearing incorrect uniform, or lateness. While not detrimental in itself, inconvenient behaviour disrupts the consistency and high standards expected across the school community.

Such behaviours will be addressed promptly to ensure students understand and meet expectations.

The college will address Inconvenient behaviour by logging on BROMCOM as an ESCALATE; and a payback lunchtime detention will be set for that day where possible.

If **inconvenient behaviours** become frequent or persistent, and begin to affect learning or wellbeing, they may be treated as *Difficult Detrimental Behaviour*.

9. Detrimental Behaviour (Behaviour which has **ESCALATED**; or has become more **SERIOUS** and requires a further sanction)

At our college, we expect students to be **Ready, Respectful, and Safe** at all times. **Detrimental behaviours** are those in which students fail to exercise self-regulation and do not consider the impact of their actions on others. These behaviours may cause harm, distress, or disruption and can sometimes be difficult or dangerous to manage.

Examples of detrimental behaviour may include:

- Physical assaults on members of the college community
- Verbal assaults on members of the college community
- Dangerous or threatening behaviour (e.g., throwing objects, climbing over barriers, intimidating others)
- Running away from class or the college
- Any actions that contravene safeguarding expectations (including sexualised behaviour)
- Refusal or ignoring instructions
- Bullying, including racist, homophobic, transphobic, or sexist behaviour

The college defines detrimental behaviour as:

- Unkind behaviour that hurts or hinders an individual, the community, or the environment
- Unkind behaviour that creates unhelpful or negative feelings in self or others
- Unkind behaviour that is likely to cause injury, harassment, alarm, or distress
- Unkind behaviour that violates the rights of others

The college will address Difficult detrimental behaviour by logging on BROMCOM as **ESCALATE** and apply a consequence accordingly.

Differentiating between types of detrimental behaviour:

- **Difficult detrimental behaviour:** Behaviour that is harmful or disruptive but **not immediately dangerous**.
- **Dangerous detrimental behaviour:** Behaviour that is likely to **cause imminent injury** to self or others, damage property, or would be considered a criminal offence if the student were of criminal responsibility age (e.g., racist abuse).

If **Difficult** detrimental behaviour **continues** or behaviour becomes **Dangerous**, the behaviour is now **SERIOUS** and requires a more appropriate consequence.

10. Distraction-free Learning

Northstowe Secondary College has made a commitment to be a truly phone-free school. We believe that this is important so that we:

- support the mental health and wellbeing of our students by guaranteeing them more than six phone-free hours each day.
- provide a high-quality learning environment in which disruption and distraction due to devices is eliminated.
- give students the freedom to socialise and play without the distractions of devices during the school day.

Relationship to other school policies and government guidance

This policy links with many of the school's other policies, including, but not limited to the:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Home-School Agreement
- Equalities Guidelines and Action Plan
- Meridian Trust Anti-bullying Policy
- Meridian Trust Physical Restraint and Restrictive Interventions Policy

Alongside this, this document has been drafted with reference to the following Department for Education and UK Government documents and statutory guidance:

- Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Searching, Screening and Confiscation: Advice for schools (April 2022)
- Keeping children safe in education (September 2024)
- Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015)
- Prevent Duty Guidance: England and Wales (2023)
- The Education Act: Part 2 - Discipline (2011)

Definitions

Phone - Any device which can make or receive telephone calls

Smart watch - Any watch that can be connected to a phone via a wireless connection e.g. Bluetooth, examples include, but are not limited to, Apple Watch, Samsung Galaxy Watch, Garmin, Fitbit

Headphones – Any headphones or ear buds whether connected to a phone by cable or by wireless or Bluetooth connection

Devices – any form of mobile phone, smart watch, or headphones

Entry points – the main gate on Stirling Road adjacent to Martin Bacon School and NLC main reception on Stirling Road.

Operation of the 'Pouch' Approach

All students will be provided with a 'Hush' pouch by the school, which they must bring to school with them each day.

All students must place their phone or phones, smart watch and headphones in their pouch before they cross a school entry point and show the member of staff on duty at that entry point that they have done this and locked the pouch.

Students should turn all devices off before placing them in the pouch.

Students are expected to keep the pouch in their possession throughout the school day, in either their pocket, bag, or locker.

Unlocking devices will be available to students at the school's exit points (which are the same as the entry points) from 3:10pm each day.

Unless required by the extra-curricular activity, students' devices will remain locked whilst attending extra-curricular activities. At the end of their activity, they may unlock their pouches.

Students attending detentions after school may only unlock their pouches after their detention.

All pouches will be numbered, and a register of pouches will be held by the school.

Students should label their pouch with their preferred first and surname for identification.

The pouch remains the property of the school.

Any damage must be reported, and any deliberate damage or inappropriate customisation will result in a consequence in line with the school's behaviour policy and a replacement must be paid for by the student and/or family. This cost will be added to the student's MCAS account.

Reasonable Adjustments

Where a student has a specific medical need, which requires them to have access to their phone, they will be provided with a Velcro medical pouch in which to store their devices. Evidence of need must be provided from a medical professional.

Mobile phones must not be used during the school day except where explicit permission has been given by a member of staff for a specific curriculum activity within the subjects listed below.

- GCSE Art
- GCSE Physics

Consequences

The expectation is that all devices are stored in the student's pouch and that no phone, headphones or smart watch are seen throughout the school day. For students that do NOT bring a phone to school, the expectation is that they still bring their pouch to school each day. This is a Non-Negotiable behaviour.

If a student chooses not to follow this expectation and a phone, headphones or/and a smart watch is seen, then the devices will be confiscated for 7 days. This means that a device confiscated on a Monday can be collected by the student at the end of the school day on the following Monday.

Where a collection day will fall in the school holidays or on a Bank Holiday, the student will be allowed to collect their device at the end of the school day on the final day of term or the final day before the Bank Holiday.

In the event of a confiscation and in response to a request from a parent/carer, the school will either return the SIM card to the parent/carer or loan a basic mobile phone that lacks the advanced functionality of a smartphone, or both. This is to support parent/carers in the safeguarding of their children.

Similarly, in response to a request from a parent/carer, we will endeavour to loan a device to allow a student to complete homework, if there is no other device in the household.

Loss or replacement of the pouch

A pouch will last a student the five years that they attend Northstowe Secondary College. The school will replace the pouch if it stops working effectively due to a manufacturing defect.

Where the pouch is either lost or no longer functions as a result of misuse or deliberate damage, then the student and their parents/carers will be liable for the replacement of the pouch at a cost of £15, which will be added to the student's MCAS account.

Monitoring to ensure the approach is effective

To ensure that the approach is effective and robust, spot checks will be carried out on a regular basis, in that students will be asked to open their pouch and demonstrate that their phone works and connects to a mobile network.

Contact with families during the school day

If families need to share a message with a student during the school day, then they should contact the student's House Office directly, who will arrange for the message to be shared with the student.

Similarly, if a student needs to contact their parents/carers during the school day, they should speak to their Student Support Assistant (SSA) in their House Office. The SSA will, in most cases, contact the parents/carers on the student's behalf, but may, in exceptional circumstances and at their own professional discretion, allow the student to contact their parent/carer using the House Office phone.

11. Report Cards, Individual Behaviour Plans and Pastoral Support Plans

Electronic report cards are used to monitor student behaviour and allow mentoring and coaching to encourage and foster valued behaviour and emotional resilience. By using report cards, we hope to help students understand the behavioural expectations and provide as proactively as possible the support for students who struggle to meet those expectations. Report cards are used to help the House team determine whether it is of benefit to the student to escalate to a pastoral support plan, an appropriate provision (either internal or external), off-site direction or a managed move. The table below outlines the reports we use:

Type	Time period	Focus	Review	Staff
Return From Suspension or Internal Suspension	2 – 6 Weeks	Academic Achievement	Daily	ST/AP
Tutor	2 – 6 weeks	Academic Achievement positive	Daily	Tutor / SSA
Subject Staff CL/Teacher	2 – 6 weeks	Academic Achievement	Subject teacher every lesson. CL Once a week.	CL / Teacher / SSA
ST	3 weeks	Academic Achievement	Daily	ST
Individual Behaviour Plan (IBP)	4 – 8 weeks	Behaviour improvement	Weekly	ST / SLT Link
Pastoral Support Plan (PSP)	4 – 8 weeks	Behaviour improvement	2-4 weekly	SLT Link / ST / EIO

House teams will aim to make appropriate contact (phone call or email) if possible, once per week during the monitoring period for each student where possible.

- A student can undertake more than one cycle of a report where necessary
- Each lesson will be commented on by the teacher
- The student will meet the relevant person named on their report as outlined in the initial meeting
- 2 consequences in a day while on report will lead to Internal Suspension.

A student on a Pastoral Support Plan (PSP) is in danger of being permanently excluded. They will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that are set and agreed in a meeting with the student and their parent/carer and any other relevant parties

- Clear targets will be set for the PSP
- PSP will be formally reviewed at 2-week intervals
- Parents/Carers and other appropriate parties will be invited to the review meetings
- Evidence for the PSP will be gathered on daily report cards recorded on BROMCOM by staff and at each review meeting
- The PSP may be suspended if targets are being met

Failure to meet the targets agreed on a PSP may result in a student being moved into appropriate provision, off-site direction placement, or a managed move for continuance of their education. If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the student is given credit for responding positively to the support offered.

12.Prohibited/Banned Items

Prohibited items are:

- Knives, weapons, or bladed items
- alcohol
- illegal drugs
- stolen items
- Tobacco, cigarette papers, and any smoking/drug related paraphernalia
- 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).

Principals and authorised staff can also search for any item banned by the college rules which has been identified in the rules as an item which can be searched for. No search of any student should take place without the permission of the Principal and should be in line with Trust policy and DfE guidance.

Searching, Screening and Confiscation – Northstowe Secondary College will adhere to the [Meridian Search and Confiscation Policy](#) and The Education act. (1996)

College staff can search a student for any item if the student agrees.

The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Parents will always be contacted after a search has taken place, regardless of whether a banned item was found or not, using a prepared template email. Senior staff will follow up appropriately.

College staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider to be harmful or detrimental to college discipline and safety.

Hoodies, baseball caps, and hooped jewellery are examples of things not permitted to be worn by the students around the college site. Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

Confiscation:

College staff can confiscate any item, however found, which they consider to be harmful or detrimental to college discipline and safety.

Mobile technologies such as phones, are not permitted to be used during the school day and kept in Hush pouch for the day by the student (See distraction-free learning.) If a student is seen using their mobile phone on school premises between 8.35 and 3.10 pm. The phone will be confiscated for 7 days. This applies to all students in years 7-11. Staff can also direct students to put them away during after-school lessons.

The students are in the Sixth Form and then they can use them in the Sixth Form Centre only.

Hoodies, baseball caps, and hooped jewellery are examples of things not permitted to be worn by the students around the college site.

Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

- Confiscated items will be stored in the relevant House Office, Sixth Form Office or Principal's office and they will be returned only when a parent collects them.
- If they are not collected by the end of the current half term, they will either be disposed of or given to charity, where appropriate.

13.Summary of BROMCOM Entries

INCONVENIENT Non-Negotiable actions	
Late to School or Lesson (-1 or -2)	
Mobile phone seen (-2)	
Chewing Gum (-2)	
Incorrect uniform which can't be corrected (-2)	
No Pouch brought to school (-1)	
6th form students not wearing Lanyard (-1)	
UNSOCIAL behaviour requiring a REMIND (0)	
Talking over teacher	
Not working, e.g. not completing starter activity	
Talking during independent work	
Uniform infringement which can be corrected immediately	
Not bringing equipment first time (see Neutral)	
Not bringing PE kit first time (see Neutral)	
Late to lesson (less than 5 mins)	
Dropping litter (innocently)	
Unsocial Behaviour requiring RE-DIRECTION (-1)	
Disruption during lesson (second time)	(Being in) out of bounds area
Persistent no equipment (Inc PE KIT)	PREP Incomplete
Not following instructions	Uniform issue (correctable)
(Continued) Dropping Litter	Unkind behaviour
Not hard-working	Unsafe behaviour
Non-participation	Graffiti on book (or similar)
Doodling	

Difficult detrimental behaviour requiring an ESCALATION (-2)	
Damage or vandalism (Low level)	Failed to attend an agreed Teacher Catch Up
Deliberate Defiance	Persistent Prep Incomplete
Disrespectful to staff	Truancy
Inappropriate Language	Unsafe BEHAVIOUR
Not Hardworking	Unkind behaviour
Missed Lunch detention	6th Form No lanyard (REPEATED)
Persistent disruptive behaviour	Incorrect uniform
Detrimental (Unkind, Difficult or Dangerous) requiring SERIOUS (-3)	
Failure to hand mobile phone over	Physical assault against adult
Possession of banned item	Persistent Disruptive Behaviour
Drug and alcohol related	Physical assault against pupil
Deliberate Defiance	Racism
Damage	Sexual misconduct
Failure to leave classroom	Theft
Homophobic	Unsafe behaviour
Not meeting expectations in Lotus	Verbal abuse against adult
Inappropriate use of technology	Verbal abuse against pupil
Multiple toilet occupancy	Bullying
Serious - Other	Failure to attend after-school detention
NEUTRAL behaviours recorded (0)	
Toilet use with teacher's permission	SEND Note
Out of Lesson (with teacher's permission)	Remind - No PE Kit or other specific items required (1st time)
Academic Mentoring (inc 6 th form)	Uniform Loan
Accumulation of 5 Redirections	Remind - Equipment reminder
Bag search (No banned item found)	1:1 Careers interview
Trip Log	Attendance conversation
Restorative conversation	

14. List of behaviours (Non-Negotiable) and how staff should respond

Below is a non-exhaustive list of Non-Negotiable (Inconvenient) behaviours and how staff should respond.

Behaviour	Adult Response	Record on BROMCOM as
Lateness to college (Under 15 mins)	Gates are closed at 8:45am so students should arrive before that time. Students are recorded as late if they enter the late gate after 8:45am or arrive at their tutor base after 8:50am. Reception: Log as late and inform house office. Log on BROMCOM as Non-negotiable Late to school or lesson Payback by 15 minute lunch detention	NON-NEGOTIABLE: Late to school or lesson (-1)
Lateness to college (Over 15 mins)	Over 15 mins late to college is a payback detention afterschool Can be repaid over more than 1 detention. Reception: Log as late and inform house office. Log on BROMCOM as Non-negotiable Late to school or lesson Payback by Lunchtime detention	NON-NEGOTIABLE: Late to school or lesson (-2)
Late to lesson / Tutor time (From period 2 onwards) – More than 5 mins	Staff mark as late on register and enter mins late on and as Non-negotiable: late to school or lesson on BROMCOM. Direct student to the task, address the lateness at a convenient time in the lesson. Set Payback 15 minute lunch detention same day (Following day if P4b or 5)	NON-NEGOTIABLE: Late to school or lesson (-1)
Using a mobile phone, ear buds, headphones	Classroom: Teaching staff use Oncall@Northstowe.education Senior staff / House teams will confiscate and place in Principal's PA's office. Teacher to log on BROMCOM as Non-negotiable Phone or technology Break/Lunch: Duty staff confiscate and place in Principal's PA's office. House team to log on BROMCOM Phone is to be returned at the end of the 7 th day.	Non-Negotiable: Phone (-2)

Not bringing a pouch to school	Student is identified at their arrival to school. Name taken and kept on the spreadsheet. Sent to HO to collect a loan-pouch for the day. Set Payback 15 minute lunch detention same day.	Non-Negotiable: Pouch (-1)
Chewing gum	Ask them to put it into the dustbin, re-iterate that gum is not to be brought into the college (littering, cleaning it up is a hazard and causes unnecessary workload and expense) Log on BROMCOM as Non-Negotiable: Chewing gum Set payback 15 minute lunch detention SAME DAY (Next day if 4b or 5),	NON-NEGOTIABLE: Chewing Gum (-2)
Not wearing correct uniform: NOT CORRECTABLE (trainers on, etc)	Should have been picked up at AM Registration . Tutor / Lesson/Corridor/Playground: Send them to house office who will follow usual procedures and / or provide uniform slip (students will be provided with clean uniform/spare shoes etc or parents will be requested to bring it in) Log on BROMCOM as Non-negotiable: Uniform. Consequence will be recorded and Lunchtime Payback set	NON-NEGOTIABLE: Incorrect uniform (-2)
Extensive drawing on self, e.g., leg	Send student to wash off. Log on BROMCOM. Set Payback	NON-NEGOTIABLE: Incorrect Uniform (-2)
Not wearing lanyard on the college site as required by Sixth Form agreement.	Student will be issued a temporary lanyard If repeat, BROMCOM as Non-Negotiable Lanyard	NON-NEGOTIABLE: Lanyard (-1)

Below is a non-exhaustive list of UNSOCIAL behaviours requiring a REMINDER and how we would like staff to respond

Behaviour	Adult Response	Record on BROMCOM as
Incorrect or no equipment (1 st time) (complete set of college equipment in a named pencil case. Standard equipment of 2 x pens , pencil , sharpener, ruler and rubber, scientific calculator, protractor)	Tutor or Teacher: Remind student that equipment is essential and required expectation. Issue temporary equipment. Log on BROMCOM as this keeps record and informs parents.	REMIND: Equipment Reminder (0)
Not bringing PE kit / ingredients for lesson (1 st time)	REMIND students of expectations. Lend items where possible. Log on BROMCOM as this keeps record and informs parents.	REMIND: PE Kit (0)
Passive/non-engagement in learning (1 st time) e.g., Not completing starter activity	Encourage engagement, create chances for contribution to the lesson. Challenge lack of work, focus, participation REMIND student of expected behaviour	N/A
Late to lesson / Tutor time (From period 2 onwards) – Less than 5 mins	Less than 5 mins late. Student should apologise as they enter the room.	N/A
Coats on in the classroom	REMIND Students to remove. Give them some take up time when entering the building. Remind them that is important we can see their uniform (safeguarding issue)	N/A
Dropping litter	Ask them to immediately pick it up and REMIND that if we see litter that is left then we pick it up to show a good example.	N/A
Not wearing correct uniform: Immediately Correctable (1 st time) (e.g., Wearing Hoop earrings, skirt too short)	Should have been picked up at tutor time. Politely REMIND student of uniform expectations and ensure item is corrected	N/A
Talking whilst teacher talking (1 st time)	REMIND students of learning expectations	N/A
Talking during independent work (1 st time)	REMIND students of uniform expectations	N/A

Below is a non-exhaustive list of UNSOCIAL behaviours requiring a REDIRECTION and how we would like staff to respond

Behaviour	Adult Response	Record on BROMCOM as (All-1)
Continued non-engagement or not completing work after REMIND given	Encourage engagement, create chances for contribution to the lesson. Challenge lack of work, focus, participation REDIRECT student by moving seating, reframe instruction, support as necessary. Give opportunity to complete task satisfactorily Log on BROMCOM as Redirection. If necessary, ensure student completes work at home or end of lesson. ESCALATE if continues. Hold restorative conversation. Contact home as required.	REDIRECT: Not Hardworking
Refusing to take part in group work	Give the student a chance to participate properly, consider grouping arrangements so their opinion is given, refusing to work leads to a consequence logged on BROMCOM	REDIRECT: Non-Participation
Repeated disruption e.g., Talking over teacher, making silly noises, etc	Challenge disruptive behaviour using restorative common language. REDIRECT student by moving seating, reframe instruction, support as necessary, 1 minute (No more) outside the classroom or movement break within the classroom to re-focus Log on BROMCOM as Redirection. Contact home if necessary.	REDIRECT: Disruption during lesson
Student out of seat without permission / wandering around room	Redirect the student back to their seat. Challenge the behaviour and find out the reason. Seek solution to any issue and log on BROMCOM as Redirection. Monitor situation and escalate as necessary.	REDIRECT: Disruption during lesson
Lack of effort (Passive) after reminder	Challenge lack of work and effort. Remind Students of the importance of learning, and that they can do it. Seek support from tutor or house team if necessary. Record on BROMCOM as a Redirection and escalate to Payback if poor effort continues	REDIRECT: Not Hardworking
Student does not follow instructions after reminder	Redirect the student as necessary, e.g., give appropriate choices if behaviour continues, check that instructions have been understood, consider change of seating or ask student what they need to do to rectify situation. Log on BROMCOM as Redirection.	REDIRECT: Not following Instructions

Demonstrating low level unkindness, e.g., hides a peer's equipment, minor unkind language	Challenge the unkindness using restorative common language. Redirect the student to making the situation right. Log on BROMCOM as Redirection. Monitor situation and escalate as necessary.	REDIRECT: Unkind behaviour
Demonstrating low level behaviour which could still be unsafe, e.g., misusing equipment	Challenge the behaviour using restorative common language. Redirect the student as necessary, change of seating, temporarily removed from activity Log on BROMCOM as Redirection. Monitor situation and escalate as necessary.	REDIRECT: Unsafe behaviour
Doodling / on hand or book	Ask them to go and wash it off then re-focus back onto the work. If book, get student to remove, erase or cover. Record on BROMCOM as a Redirection	REDIRECT: Doodling
Graffiti on books	Staff log consequence on BROMCOM, this will be communicated home. Parent contacted to replace/cover the book All work that is affected is redone by set deadline	REDIRECTION: Graffiti on Book
Repeated Incorrect or no equipment	Teacher or Tutor: log on BROMCOM as Redirection: Persistent no equipment Issue temporary equipment, contact home if necessary	REDIRECT: Persistent No Equipment
REPEATED Not wearing correct uniform Correctable (e.g., Wearing Hoop earrings, skirt too short)	Should have been picked up at tutor time. Lesson/Corridor/Playground: Log on BROMCOM as Redirect: Uniform	REDIRECT: Uniform Reminder
Wearing Hoody in lesson (Not Sports leader)	Redirect student and Politely ask them to remove the hoody and confiscate it. Explain it is non-college uniform and thank them for removing it (includes 6 th Form). Hoodie is to be returned at the end of the day. Log on BROMCOM as Redirection	REDIRECT: Uniform issue correctable
Student deliberately in out of bounds area (not a safety or security issue)	Politely ask student to move to suitable area. Remind them of the permitted areas. Log on BROMCOM as redirection.	REDIRECT: Out of bounds area

Continued or deliberately Dropping litter	Redirect them to immediately pick it up. Log on BROMCOM as Redirection.	REDIRECT: Littering
PREP not completed (first time)	Speak to student about why task not completed. Check that they have understood task or have other issue for non-completion. Redirect them to complete task by revised deadline. Log on BROMCOM as Redirection.	REDIRECT: PREP incomplete
Running inside	All staff should be in the corridor at change over and on duty points at correct times. Challenge unsafe behaviour. logged on BROMCOM as Redirect. Repeated behaviour to be escalated as appropriate.	REDIRECT: Unsafe behaviour

Below is a non-exhaustive list of ESCALATED (Difficult detrimental) behaviours and how staff should respond.

Behaviour	Adult Response	Recorded as on BROMCOM as (-2)
Repeated / persistent interrupting, disrupting a teacher's delivery, calling out, making silly noises Repeated out of seat in lesson without permission (Able to remain in lesson)	Clear instruction, using common restorative language give student time to stop behaviour. If student is able to remain in lesson, allow to do so. Use de-escalation technique – temp move elsewhere in the room to calm down, movement break within lesson. Log on BROMCOM as Escalate and set a payback detention for next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Persistent Disruptive Behaviour
Repeated / persistent interrupting, disrupting a teacher's delivery, calling out, making silly noises Repeated out of seat in lesson without permission (Unable to remain in the lesson)	Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education Log on BROMCOM as Escalate and set a payback detention for afterschool next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Persistent Disruptive Behaviour
Rude and argumentative behaviour	Clear instruction, using common restorative language give student time to stop behaviour. If student is able to remain in lesson, allow to do so. Use de-escalation technique – temp move elsewhere in the room to calm down, movement break within lesson. Log on BROMCOM as Escalate and set a payback detention for next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Disrespectful to staff
Rude and argumentative behaviour (Unable to remain in lesson)	Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education Log on BROMCOM as Escalate and set a payback detention for afterschool next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Disrespectful to staff

Inappropriate language used out loud	Clear instruction, using common restorative language give student time to stop behaviour. If student is able to remain in lesson, allow to do so. Use de-escalation technique – temp move elsewhere in the room to calm down, movement break within lesson. Log on BROMCOM as Escalate and set a payback detention for next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Inappropriate language
Swearing / Inappropriate language used out loud (Unable to remain in lesson)	Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education Log on BROMCOM as Escalate and set a payback detention for afterschool next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Inappropriate language
Shouting/swearing in playground	Ask to speak to student away from friendship group. Explain what they have done wrong and remind them how to behave in social time. Staff log consequence on BROMCOM, payback afterschool detention / House teams will be set for the same day, and this will be communicated home.	ESCALATE: Inappropriate language
Deliberate defiance, refusal to follow a direct instruction (able to remain in lesson)	Challenge language using common restorative language. If student is able to remain in lesson, allow to do so. Use de-escalation technique – 2 mins max outside room to calm down, movement break within lesson. Log on BROMCOM as Escalate and set a payback detention for afterschool next day. 30 mins. Contact home / House teams as necessary.	ESCALATE: Deliberate Defiance
Deliberate defiance, refusal to follow a direct instruction (Unable to remain in lesson)	Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education. Log on BROMCOM as Escalate and set a payback detention for afterschool next day. Contact home / House teams as necessary.	ESCALATE: Deliberate Defiance
Repeated and persistent PREP not completed	Speak to student about why task not completed. Check that they have understood task or have other issue for non-completion. Set payback as Teacher Catch-up detention either at lunchtime or afterschool within department as necessary. Log on BROMCOM as Escalate. Monitor and contact home if persists.	ESCALATE: Persistent PREP incomplete
Repeated and persistent non-engagement or not completing work	Give opportunities throughout lesson and use positive language / encourage to complete task satisfactorily initially or through teacher catch up. Log on BROMCOM as Escalate. Set payback as Teacher catch up detention either at lunchtime or afterschool within department as necessary. Hold restorative conversation. Contact home as required	ESCALATE: Not Hardworking

Deliberate but low-level damage or vandalism to school or others' property (but can remain in lesson)	Challenge student using common language. Set payback as afterschool detention for the same day (P4b / 5 next day) Contact home / House teams. Log on BROMCOM as Escalate.	ESCALATE: Damage or Vandalism
Truancy (internally or externally)	Record on Missingstudents@northstowe.education in first instance if marked in but have not appeared in lesson. If they fail to appear within lesson, Log on BROMCOM as Escalate. Contact home. Set payback detention for next lunch and afterschool. If truancy has led to the student not being ready to return to lessons they could be placed in IS or suspended Work missed in lesson to be completed in own time Repeated truancy could result in escalated consequences and may result in a period of time in AP / HIVE	ESCALATE: Truancy
5 lates in a week to college or lesson	Tracked by House office using BROMCOM House will record the payback as an afterschool detention on BROMCOM. ST may use punctuality report.	ESCALATE: Truancy
Deliberately fails to attend a lunch detention	Behaviour team to set as After-school detention same day. Log on BROMCOM as Escalate. House teams to contact home.	ESCALATE: Missed Lunch Detention
Deliberately fails to attend 2 arranged teacher catch-ups for incomplete work / PREP	Teacher / CL to set payback as Afterschool detention at next available slot. Teacher to provide catch up work AND hold restorative conversation with student at after-school detention. Log on BROMCOM as Escalate.	ESCALATE: Failed to attend teacher catch up
Demonstrating unkindness to others, e.g. targeted derogatory language (but can remain in lesson)	Teacher / Tutor / SSA / ST to set After-school detention for the next day. Log on BROMCOM as Escalate. Contact home as required.	ESCALATE: Unkindness to others
Demonstrating unkindness to others, e.g., targeted derogatory language and CANNOT remain in lesson	Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education Teacher / Tutor / SSA / ST to set After-school detention for the next day. Log on BROMCOM as Escalate. Contact home as required.	ESCALATE: Unkindness to others

Refusing to work with others	If a student refuses to work with others, it will always be investigated and appropriate action taken. It's expected that the student or parent/carer have let us know if there are issues that mean they cannot work with others in the classroom. The house team will let the appropriate staff know and will work with students to repair relationships or find other appropriate solutions. Log on BROMCOM as Escalate and set payback as Afterschool detention same day (P4b/5 next day) Teacher to hold Restorative conversation at detention to establish issue.	ESCALATE: Unkindness to others
Watching detrimental behaviour	Explain that watching it is encouraging it - you are accepting and therefore condoning. House team may contact parents/carers to alert them. Consequence possible depending on the level of involvement and or coercion. Log on BROMCOM as Escalate and set payback as Afterschool detention next day.	ESCALATE: Unkindness to others
Throwing objects in room - e.g. paper,	Clear instruction, using common restorative language give student time to stop behaviour. If student is able to remain in lesson, then Log on BROMCOM as Escalate and set payback as Afterschool detention next day.	ESCALATE: Unsafe behaviour
MULTIPLE REPEATS : Not wearing correct uniform: Correctable (e.g., Wearing Hoop earrings, skirt too short)	Should have been picked up at tutor time. Lesson/Corridor/Playground: Log on BROMCOM. SSA / ST Set payback as afterschool detention for next day. Alert House Team and ST – potentially report	NON-NEGOTIABLE: Incorrect uniform
Pushing and shoving in the corridor	All staff should be in the corridor at change over and on duty points at correct times Challenge unsafe behaviour. Staff log consequence on BROMCOM, this will be communicated home Could lead to escalation to IE/IS etc	ESCALATE: Unsafe behaviour
REPEATED: Not wearing lanyard on the college site as required by Sixth Form agreement.	Student will be issued a temporary lanyard If repeat, log on BROMCOM Set A/S detention next day.	ESCALATE: Lanyard

Below is a non-exhaustive list of **SERIOUS Detrimental (unkind, more difficult or dangerous)** behaviours and how staff should respond.

Behaviour	Adult Response	BROMCOM (all -3)
Throwing objects in room - e.g. pens or heavier objects; clearly thrown at someone	Clear instruction, using common restorative language give student time to stop behaviour. Remove to Faculty Focus room within pre-arranged department room or use Oncall@Northstowe.education . Provide work. Teacher / Tutor / SSA / ST to set After-school detention for the next day. Log on BROMCOM as Serious. this will be communicated home, indicate clearly that the student was removed from the lesson	SERIOUS: Unsafe Behaviour
Spitting at a member of the college community	Minimum of 2 days in IS. Huse teams to Investigate Escalate to external suspension upon discussion with Principal, based on investigation.	SERIOUS: Other
Spitting on the college site, including facilities, grounds, and buildings	Minimum of 1 day IS Can escalate further based upon severity, situation, and repetition	SERIOUS: Other
Inappropriate use of toilet cubicles	More than one person in a cubicle at any time will result in a minimum of a Payback detention. Staff log on MyConcern and BROMCOM Further investigation may lead to escalated consequence and other interventions	SERIOUS: Multiple Toilet Occupancy
Inappropriate or Unsafe Use of Bikes on College Grounds	Any behaviour involving a bike that does not follow college rules, including riding a bike on college grounds, failing to store a bike in the designated racks, tampering with or interfering with another student's bike. Communication with parents, house team to set consequence as payback repeated behaviour will result in escalated consequences as well as a ban on bringing a bike onsite for an appropriate period of time.	SERIOUS: Unsafe behaviour
Failure to complete IS	Student is suspended (external) On return move to IS for 2 days. This is at the discretion of the VP/AP depending on any appropriate reasonable adjustment required. Organise re-integration for after IS completed	SERIOUS: Not meeting Expectations of IS

Student fails to attend afterschool detention	Teacher sitting detention logs on BROMCOM. Reset as 60-minute SLT detention or day in IS House teams informed	SERIOUS: Failure to attend AS detention
Complete refusal to comply with reasonable requests that includes serious disruption, e.g., running around the building, banging on doors, interrupting the learning of others	Student to be placed in IS whilst investigation happens This could lead to additional days in IS or external suspension Phone call home from House Team	SERIOUS: Deliberate Defiance
Student refuses to go to Faculty Focus or be removed by Senior staff	use Oncall@Northstowe.education Senior staff will remove and take to Inclusion team. Teacher to provide work Teacher / CL to Log on BROMCOM. Likely 1 day in IS.	SERIOUS: Deliberate Defiance
Deliberately throwing water or food at another member of the college community	House Teams investigate. Minimum of 1 day IS Depending on the outcome of investigation, if the action was deemed as dangerous then a minimum of 2 days in IS.	SERIOUS: Unsafe behaviour
Careless or thoughtless behaviour resulting in the unintentional injury of another person	Statements taken from all witnesses Consequence should be a minimum of 1 day IS dependent on circumstances surrounding the incident	SERIOUS: Unsafe behaviour
Using homophobic language towards another Student	If in lesson removal through on call. Staff log consequence on BROMCOM , this will be communicated home for name calling (with the anti-bullying policy referred to where necessary or where behaviour is repeated). Staff log on MyConcern for sexual harassment, racism, homophobic language House team will investigate and consequence further as necessary for sexual harassment, racism, homophobic language, this could be IS, suspension or Permanent Exclusion. It could also be and escalation following the anti-bullying policy. Restorative conversation involving education as to why the behaviour was homophobic, racist etc and why that causes harm to others.	SERIOUS: Homophobic

Verbal Abuse (unkindness) & Prejudiced Language (Prejudiced language is any verbal or written comment that shows bias, discrimination, or hostility towards a person or group based on a protected characteristic or personal attribute)	If it happens in a lesson → removal through Oncall@norhstowe.education Staff log on BROMCOM. Communication home will follow, with the Anti-Bullying Policy referred to where necessary (e.g. if behaviour is repeated). Staff also log incident on MyConcern. The House Team will investigate and set further consequences as appropriate (e.g. Internal Suspension, Suspension, Permanent Exclusion, or escalation through the Anti-Bullying Policy). A restorative conversation must take place, including education on why the behaviour was unacceptable and the harm it causes to others.	SERIOUS: Verbal Abuse Student OR SERIOUS: Verbal Abuse adult
Verbal abuse or threatening behaviour towards a member of staff e.g. Use of foul and / or abusive language / personal insults	Minimum 2-day Internal Suspension (IS) depending on severity. May result in Suspension or Permanent Exclusion. Escalate via Anti-Bullying Policy where relevant. Ensure a restorative conversation takes place, including education on why the behaviour was unacceptable and the harm caused.	SERIOUS: Verbal Abuse adult
Sexual graffiti e.g. drew a penis on the board or a book	If it happens in a lesson → removal through Oncall@norhstowe.education Staff log consequence on BROMCOM, this will be communicated home Staff log on MyConcern Parent contacted to repair the damage, any work affected is redone by set deadline	SERIOUS: Other
Inappropriate use of ICT e.g. online search	If it happens in a lesson → removal through Oncall@norhstowe.education Payback detention set as a minimum and close monitoring of future use House team escalates and logs for: repeated behaviour or extreme violation of IT user agreement - Staff log on MyConcern	SERIOUS: Inappropriate use of Technology

Vandalism that causes damage that must be repaired or replaced (e.g. graffiti on walls, desks, breaking college, or personal property, setting off fire extinguishers)	If it happens in a lesson → removal through Oncall@norhstowe.education Staff to notify House office. House set IS 1 day as a minimum, make phone call home.	SERIOUS: Damage
Attempting to or deliberately setting off the Fire Alarm	Houses investigate and determine role of all involved. Consequence could be a suspension, internal suspension minimum of 2 days (or in rare cases Permanent exclusion) depending on involvement and action of each student involved. House team make phone call home and log on BROMCOM.	SERIOUS: Unsafe Behaviour
Mob behaviour (chanting, singing, loud intimidating)	If the behaviour intimidates, threatens, or targets individuals, or could escalate to physical aggression, e.g., blocking movement, aggressive shouting, coordinated harassment, or inciting violence. If it risks harm to self or others or could lead to property damage. House office investigates, statements taken, Loss of social time House set IS 1 or 2 days, make phone call home	SERIOUS: Unsafe Behaviour
Attempting to steal / theft (from the college or local businesses)	House team investigate Staff log on My concern Log IS 1 or 2 days, make phone call home Repeated behaviour will be result in consequences escalated	SERIOUS: Theft
Actions which endanger members of the College	House office investigates, Statements collected. House set IS 1 or 2 days, make phone call home.	SERIOUS: Unsafe Behaviour
Play fighting	If it happens in a lesson → removal through Oncall@norhstowe.education House investigation if required. Set minimum of a payback detention afterschool and consequence escalated as appropriate based on investigation outcome. Carry out Restorative conversation as necessary.	SERIOUS: Unsafe Behaviour

Mob Behaviour or intimidation within a group	If the behaviour is disruptive or intimidating but does not pose an immediate risk of harm, e.g., loud chanting in a corridor, singing loudly, or group behaviour that disrupts lessons House office investigates, statements taken, House set Payback detention / Loss of social time minimum depending on outcome of investigation, make phone call home	SERIOUS: Unsafe Behaviour
Violent behaviour – pushing, slapping, hitting, pulling hair	If it happens in a lesson → removal through Oncall@norhstowe.education Staff log on BROMCOM, this will be communicated home Separate students and send to respective house offices Statements taken and where necessary CCTV can be used.	SERIOUS: Physical Assault Pupil
Fighting: In college uniform, may have caused actual harm, may be pre-arranged	If there is a high level of risk (high probability of significant harm) restrictive physical intervention would be justified. SLT / ST / House team make phone call home. Possible suspension 3 - 5 days / Potential Permanent Exclusion	SERIOUS: Physical Assault Pupil
Physical assault of a student (Deliberate pre-meditated attack on a student with intent to cause harm, may or may not involve a weapon)	A restorative conversation must take place, including education on why the behaviour was unacceptable and the harm it causes to others.	SERIOUS: Physical Assault Pupil
Throwing an object at another student	House investigate, consequence could be a suspension, internal suspension. Use CCTV if available. House team make phone call home. Carry out Restorative conversation	SERIOUS: Physical Assault Pupil
Encouraging and/or assisting in a fight/physical assault of a student either verbally or physically.	House investigate, consequence could be a suspension, internal suspension. Use CCTV if available. House team make phone call home .House Teams: collect statements from all involved.	SERIOUS: Physical Assault Pupil
Intimidation of another student/ Threatening to fight another student	Carry out Restorative conversation	SERIOUS: Physical Assault Pupil

Carrying a weapon	If it happens in a lesson → removal through Oncall@norhstowe.education Ask for support, then isolate/ remove from general college population. Immediate search and confiscate. If there is a high level of risk (high probability of significant harm) restrictive physical intervention would be justified	SERIOUS: Other
Physical assault of an adult staff member	If it happens in a lesson → removal through Oncall@norhstowe.education or send student to House Office House team investigate, and log IS up to 5 days, House team to make phone call home Suspension and likely Permanent Exclusion depending on outcome of investigation.	SERIOUS: Physical Assault Adult
Bringing cigarettes/a vape into college (Smoking / vaping on site)	House team investigate Items confiscated Log IS minimum 2 days, make phone call home If in the building, then 3-day suspension as a minimum	SERIOUS - Drug and Alcohol related activity
Being with someone while they vape	House team to investigate. log on BROMCOM. Contact home 1 day in IE. Explain danger of secondary smoking.	SERIOUS - Drug and Alcohol related activity
Smoking / vaping off site but in college uniform (bringing the College into disrepute)	House team investigate and log IS 1 day, make phone call home (repeated behaviour would result in additional days in IS)	SERIOUS - Drug and Alcohol related activity
Providing others with drug related substances/ bringing drugs into college	Isolate Students involved. Confiscate banned items House team investigate and log on MyConcern Safeguarding team to inform the police.	SERIOUS - Drug and Alcohol related activity

Bag search carried out and student found in possession of banned item (Other)	ST / SLT / House team carry out bag search. Banned item found and confiscated. Parents contacted. Depending on severity IS / Suspension / AP	SERIOUS: Possession of banned item
Threatening behaviour online	House team investigate, advice given to parents Follow anti-bullying policy Where appropriate seek support from 'safer schools police officer'	SERIOUS: Inappropriate use of Technology
Uploading inappropriate images to teams	House team investigate, log on BROMCOM and MyConcern. Advice given to parents Minimum 2 day IS Appropriate education whilst in IS	SERIOUS: Inappropriate use of Technology
Filming or recording a lesson	Use Oncall@norhstowe.education Student removed and phone confiscated in line with distraction-free learning policy. House team investigate, advice given to parents Minimum 2 day IS	SERIOUS: Inappropriate use of Technology
Recording a fight on mobile device	Isolate students involved Confiscate phones for collection by parent/carer or police as appropriate. House team investigate, and log IS 1 day, make phone call home. Phone is then left at home or handed in to house team at the start of the day until finish for an appropriate period of time.	SERIOUS: Inappropriate use of Technology

Bullying: We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone.	Bullying is reported by a member of staff or student to the House office House takes statements from all involved (follow training given) House confirms whether incident meets our definition of bullying or not and logs appropriate consequence on BROMCOM (and MyConcern for racism/homophobia) If any degree of bullying is identified an appropriate consequence (protective or educational) will be given depending on the individual situation and the College will endeavour to stop this behaviour from being repeated through following an approach of escalating consequences, which may include, but are not limited to: 1. Restorative conversation 2. Educational consequence undertaken in Payback 3. Internal Suspension 4. Suspension for a period of time 5. Removal from normal provision through direction to Appropriate Provision or a Managed Move Permanent Exclusion if the above fails and there are no other alternatives.	SERIOUS: BULLYING
Sexual harassment e.g. making remarks about sexual intent, inappropriate touching (child on child abuse) Sexually harmful behaviours (as defined in the Peterborough Safeguarding Board's Child Sexual behaviour assessment tool) towards another student or adult.	In lesson - Use Oncall@norhstowe.education Staff log on BROMCOM. Staff log incident on MyConcern if it involves sexual harassment, racism, or homophobic language. CL/ST/AP: Lead on investigation, Communicate with House team and home. If incident happens outside a lesson: Report directly to the House Team, Staff log on BROMCOM. Staff log incident on MyConcern if it involves sexual behaviour, racism, or homophobic language.	SERIOUS: Sexual Misconduct; OR SERIOUS: Homophobic
Racism	House Teams: Lead on investigation, communicate with home.	SERIOUS: Racism

Below is a non-exhaustive list of Neutral behaviours and how staff should respond.

Behaviour	Adult Response	Record on BROMCOM as (All 0)
Student uses toilet during lesson with teacher's permission (No pass)	Teacher allows student to go to the toilet at their discretion but only if the need is urgent Log on BROMCOM as Toilet use with teacher's permission	Toilet use with teacher's permission
Student demonstrates behaviour which may indicate possible SEND needs, e.g., Selective mutism, ADHD traits not documented	Use positive phrasing to encourage participation. Provide alternative methods of communication if appropriate. Follow up later. NEST referral as appropriate.	SEND NOTE
Student Attending a trip	Staff running trip log attendance on BROMCOM. This helps to monitor number of students on trips as part of LOTC quality mark.	TRIP Log
Completing Academic mentoring (including 6 th form)	Tutors log on BROMCOM when they have conducted Academic mentoring with their tutees. This facilitates monitoring of mentoring.	Academic Mentoring / 6 th form mentoring
Student being out of lesson with permission, e.g., to collect item from elsewhere in school	Teacher gives permission for student to leave room. Record on BROMCOM.	Out of lesson with permission
Student bag searched but no banned item found	House team to log on BROMCOM	Bag Search
Student loaned item of uniform from House office	House teams log on BROMCOM when item borrowed. This helps monitor uniform loans and keep track of items	Uniform Loan
Student receives a Lucky Dip for receiving 25, 50, 75, 100, 125, 150, 175, 200, 225 & 250 HPs	House office log on BROMCOM as Lucky dip + number	Lucky Dip 25, 50, etc
Member of staff conducts a restorative conversation with students	Staff member can log on BROMCOM but not mention the student's names.	Restorative Conversation
Attendance Conservation	House team or Attendance officer conduct a conversation. Log on BROMCOM	Attendance conversation
Student has career's interview	Post 16 adviser / House teams log on BROMCOM	1:1 Careers Interview
Student receives 5 Redirections in a week	This will automatically trigger a payback Afterschool detention the next day. This will be set by Inclusion Team	N/A