

## Meridian Trust

# Behaviour Policy

### Document Control

|                                  |             |
|----------------------------------|-------------|
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## Behaviour Policy

### Our vision

At Swavesey Village College we wish to have a pleasant working atmosphere in which we all treat each other with understanding, tolerance, care and respect. This is reflected in our college values:

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

We seek to create a caring, learning environment in college by:

- Demonstrating good 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, bullying and any form of harassment or intimidation

We do this through our House System, which creates a strong team and community identity within the Academy.

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.

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.

### Learning to Behave

It is the responsibility of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour, this is achieved through a focus on being **responsible, respectful and safe (Appendix 1)**. We believe that the emphasis should be focussing on the positive behaviour of the vast majority of students.

To encourage this, staff will:

- Model the attendance, punctuality, standard of dress and behaviour expected from students
- Treat all children and adults with respect

- Speak politely to each other
- Build student confidence, resilience and self-esteem through positive reinforcement
- Adopt an attitude of unconditional positive regard for all students and recognise student effort and achievements and to celebrate success
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour positively and assertively
- Work in partnership with parents through regular contact to help improve behaviour
- Use restorative approaches, both in lessons and following any breakdown in relationship as a form of reparation.
- Use agreed college systems for monitoring, supporting and reporting students including Departmental and House reporting structures and the Intervention Steps.

## **Partnership for Learning**

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. All parents, tutors and students are expected to agree to and sign our **Partnership for Learning (Appendix 2)** document.

## **Recognition**

Recognition opportunities (**Appendix 3**) are a way to identify student effort, progress and achievement, and help to motivate others. They are keyway of building relationships with our students. Our students have identified that they prefer recognition over reward. We utilise a range of recognition opportunities at SVC that are either given in lessons and/or celebratory comments are also shared with home. Most recognition opportunities are monitored by the Senior Leadership Team (SLT), Senior Tutors and Curriculum Leaders throughout the academic year to ensure that staff are giving it consistently, fairly and proportionately.

## **Intervention and Support**

The college will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system, curriculum areas and Inclusion Team. Parents will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Restorative approaches
- Support from the Attendance and Family Support Officer
- Reports: Tutor Achievement Report, Subject, Senior Tutor, Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable / Curriculum Changes
- Targeted Work Placements
- Alternative provision within another Trust or BAIP college
- Hub referrals for in college support (behaviour, SEND, counselling)
- EHA – Early Help Assessment

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive, and all interventions will be designed to support the individual.

## Bullying

The governors and staff believe that all pupils at the college are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the college to ensure that this takes place. Further information can be found in our [Anti-bullying Policy](#).

Bullying can include:

|                                                                                                                                                                                                                                                        |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional</b>                                                                                                                                                                                                                                       | being unfriendly, excluding, tormenting                                                                                                                                       |
| <b>Physical</b>                                                                                                                                                                                                                                        | hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| <b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)                                                          |
| <b>Sexual</b>                                                                                                                                                                                                                                          | explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| <b>Direct or indirect verbal</b>                                                                                                                                                                                                                       | name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| <b>Cyber-bullying</b>                                                                                                                                                                                                                                  | bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

## Race relations & Discrimination

The college has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the college's curriculum and the application of sanctions for discriminatory behaviour is seen as an integral part of the college's duty to educate young people.

## Equality Act 2010

The policy acknowledges the college's legal duties under the [The Equality Act 2010](#), in respect of safeguarding and in respect of students with special educational needs/disabilities (SEN/D).

## Community Values and Consequences

We expect all students to meet our expectations in line with our values and ethos at Swavesey Village College (**Appendix 4**). Sanctions provide a deterrent, show students that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately. Consequences and Sanctions used at the college are outlined in **Appendix 5**.

The college has a legal right to detain students after college. Although not a legal requirement, we believe giving parents one day's notice of an after-college detention remains good practice. Legally,

parents do not need to give consent and do not have the right to withdraw their child from college detentions.

## Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care (MASH)
  - Report to the police

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

## Use of Reasonable Force

All college staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is based on the current DfE advice on [Use of reasonable force in colleges](#)

Incidents of reasonable force must:

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

## **Suspensions**

Suspensions will only be used in cases of very serious or persistent indiscipline. The Headteacher alone will decide under advice from Senior Leaders/Senior Tutors/Curriculum Leaders whether to exclude. Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the college governors.

Behaviours that could lead to suspension/permanent exclusion are:

- Premeditated violence
- Actions which put the student or others in danger
- Use of abusive or offensive language to staff or other students
- Vandalism of the college or an individual's property including the college bus • Racist, homophobic or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the college
- Serious misuse of technology
- Smoking/vaping
- Persistent unacceptable behaviour which other sanctions and strategies have not been successful in modifying

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. In most instances suspensions will increase in length as used.

Student Support Assistants coordinate the collection of work for students to do whilst suspended. Students may be internally suspended, i.e. excluded from the college population on site, if deemed more appropriate than being at home, e.g. if adult supervision cannot be arranged. A student may be schooled at a different time from other students for a temporary period and/or 1-1 tuition may be provided for a student to work apart from others for a temporary period and/or within a curriculum area.

## **Permanent Exclusion**

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the college. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defence) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows:

- i) Parents are phoned and informed of the decision ii) Letter home within 24 hours giving parents the opportunity to discuss iii) Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Governor representatives.
- iv) Permanent exclusion hearing within 15 college days of decision with notification to Chair of Disciplinary Hearing Committee, Governor representatives, student, parents (and parent representative if requested), and relevant Academy staff.
- v) Governing Body make decision to uphold or reinstate the permanent exclusion.

- vi) Parents given 15 college days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing vii) The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents and the Local Authority.

## Searching students

If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required. Staff may examine data files held on personal devices during a search.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (e.g. vapes, lighters etc.) • Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to college property

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

## Confiscation

Prohibited items listed above will be confiscated by staff and disposed of in accordance with the law.

Devices, including phones, smart watches and headphones should be kept in a locked pouch from arrival on the school site until 3:10pm or after any detention. The rationale and approach that the school will take to ensure Swavesey Village College is a truly phone-free school is detailed in Appendix 7.

The college and college staff will not be liable for any damage or loss during the period of confiscation. Hoodies and other inappropriate articles of clothing that are not part of our college uniform will also be confiscated and stored in the house office with alternative appropriate articles of uniform being provided by the college.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy (Appendix 5).

## Poor Behaviour on School Transport

We work alongside Cambridgeshire County Council Transport Team to support them with any poor behaviour on the college buses (**Appendix 6**). All information regarding the college buses can be found [here](#), this includes their code of conduct.

## Powers Beyond the School Gates

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

In response to non-criminal poor behaviour and bullying which occurs anywhere not on the College premises and which is witnessed by a member of staff or reported to the College, the College can sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from college;
- wearing the school uniform;
- in some other way identifiable as a student of the college;
- misbehaviour at any time, whether or not the conditions above apply, that:
  - a) could have repercussions for the orderly running of the college;
  - b) poses a threat to another student or member of the public;
  - c) could adversely affect the reputation of the college.

In response to criminal behaviour the college will report this to the police or if it is brought to the college's attention by the police fully cooperate with them.

## **Malicious Allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the college will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The college will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [Safeguarding and Child Protection Policy](#).

## **Complaints and Appeals**

As per the [DfE Behaviour in schools guidance](#), parental consent is not required for detentions.

However, if a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been dealt with they should address their concerns to their child's House Office who will forward it to a member of the Senior Leadership Team for review. Parents whose concerns are unresolved have recourse to the college's formal complaints procedure. Refer to the [Meridian Trust Complaints Policy and Procedure](#).

## Appendix 1: Swavesey Simplified Behaviour Policy



THE  
**Swavesey**  
BEHAVIOUR POLICY

Our commitment at Swavesey Village College is to  
*'know, value and support every student to achieve.'*





|                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center; color: #002060;"><b>WHOLE-SCHOOL<br/>ROUTINES</b></p> <ol style="list-style-type: none"> <li>1. Meet and greet on the door for every lesson.</li> <li>2. End and Send at the <i>correct time</i> after every lesson.</li> <li>3. Saying "hello" in the corridor to students and staff.</li> <li>4. Walk on the left and use left-hand doors</li> </ol> | <p style="text-align: center; color: #002060;"><b>EXPECTATIONS</b></p> <p>We expect all students in lessons and around the college site to be:</p> <ol style="list-style-type: none"> <li>1. <b>Responsible</b></li> <li>2. <b>Respectful</b></li> <li>3. <b>Safe</b></li> </ol> <p>and as staff, we model the behaviour we expect to see.</p> | <p style="text-align: center; color: #002060;"><b>CELEBRATE SUCCESS<br/>AND HARD-WORK</b></p> <ol style="list-style-type: none"> <li>1. Verbal praise</li> <li>2. Student of the Lesson</li> <li>3. College Credits</li> <li>4. Praise E-mail home</li> <li>5. Praise phone call to parents/carer of one child each week</li> </ol>                                                                                                                                              |
| <p style="text-align: center; color: #002060;"><b>WARN – MOVE - REMOVE</b><br/>(For use in lessons)</p> <ol style="list-style-type: none"> <li>1. Non-verbal cue</li> <li>2. Clear verbal <b>warning</b></li> <li>3. <b>Move</b> to alternative seat</li> <li>4. <b>Removal</b> and 30-minute College Detention</li> <li>5. Repair – Threshold restorative conversation</li> </ol>   | <p style="text-align: center; color: #002060;"><b>MICROSCRIPT TO<br/>DISCUSS BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>• Your choices have not been responsible /respectful/safe because.....</li> <li>• What needs to happen so that you make better choices in lessons?</li> </ul>                                            | <p style="text-align: center; color: #002060;"><b>RESTORATIVE<br/>QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about at the time?</li> <li>3. What have your thoughts been since?</li> <li>4. Who has been affected by what you did?</li> <li>5. In what way have they been affected?</li> <li>6. What do you think needs to happen next to put things right or do things differently in the future?</li> </ol> |

**Lunchtime detention will be issued for:**

- Lack of basic equipment
- Inappropriate language
- Chewing Gum
- Uniform/jewellery
- Eating in an undesignated area
- Inappropriate non-directed language (racist/homophobic/sexist/ableist etc.)

**Teacher catch-up will be issued for:**

- Not completing homework or class tasks

**College Detention after school for:**

- Being removed from a lesson
- Deliberate defiance or challenging staff when reminded





Where possible the stepped sanctions will be followed, however note that a teacher can use their professional discretion to miss out steps depending on the severity of the behaviour.

## Appendix 2: SVC Partnership for Learning

Our partnership for learning is one of the first documents to be signed at the beginning of each academic year. It marks the commitment we all put into each child's education: the college; the parent and the student.

### Swavesey Village College will:

- Value each child as an individual.
- Promote the highest standards of achievement, progress and behaviour.
- Provide high quality learning and excellent teaching.
- Provide a learning environment that is safe and caring.
- Do our utmost to ensure your child achieves their full potential as a learner.
- Celebrate the individual and collective achievements of students.
- Apply the college's behaviour and uniform policies consistently and fairly.
- Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide personalised support and guidance to help them achieve.
- Investigate and support your child with any issues that they may face in college.
- Regularly seek the views of students and parents.
- Offer a variety of extra-curricular opportunities, trips and experiences both in and outside of the curriculum.

**Signed:** .....

### As a parent/carer I will:

- Support the values and ethos of Swavesey Village College.
- Support the college's efforts in encouraging the best possible standards in our child's studies.
- Make sure my child attends college every day, on time with the correct equipment and in the correct uniform.
- Ensure that my child has excellent attendance (at least 96%).
- Attend all Tutor Interviews, Parents' Evenings and Information Evenings.
- Support the SVC behaviour policy, including detentions and isolations.
- Support the college with all policies, sanctions and decisions that are made to ensure all students can succeed.
- Support my child in completing their homework on time to the best of their ability.
- Let the college know of any significant concerns that may affect my child's work or behaviour.
- Communicate with all college staff with respect and politeness.
- Not make disrespectful or negative comments about the college or any college staff on social media.

**Signed:** .....

### As a student I will:

- Attend SVC every day in the correct uniform, be on time with the correct equipment, ready to learn.
- Be punctual, arriving to all lessons on time.
- Meet the behaviour expectations of Swavesey VC by being responsible, respectful and safe always.
- Accept the behaviour consequences if I fail to follow the behaviour policy.
- Be responsible for my own behaviour and will discuss any problems I have with my parent or a member of staff.
- Always treat others with respect and politeness, showing respect for others' ideas and beliefs. This includes my behaviour in college, the vicinity of college, travelling to and from college and on college trips.
- Treat the college environment with respect and keep it free from litter.
- Work hard in everything I do.
- Complete all homework to the best of my ability and by the deadline.
- Take part in Form, House and College events and extra-curricular activities to achieve my PLEDGES.
- Read and agree to the college's expectations on ICT and e-safety.
- Not make disrespectful or negative comments about the college or college staff on social media.

**Signed:** .....

## **Appendix 3: Recognition Opportunities**

Verbal Praise

Praise emails to parents/carers

Praise phone calls to parents/carers

College Credits

Termly Behaviour College Credits

Weekly and Termly Attendance College Credits

College Credit Postcards and Badges

Termly College Credits Prize Draws

Annual Diamond Celebration Event

Student of the Lesson Awards

Termly Student of the Lesson Draws

PLEDGES Badges

Senior Tutor Praise Letters following Progress Reviews

Curriculum Area Recognition Boards

## Appendix 4: Values and Ethos at Swavesey Village College

### Our Values and Ethos at Swavesey Village College

Our five values underpin the ethos and practice in the College.



Pursuit of Excellence

Develop as a centre of excellence and as an outstanding model for good.



Valuing People

Provide an inclusive and tolerant community in which differences and similarities are celebrated and shared.



Achievement for all

Enable all to achieve their potential and make good progress with their learning.



High Quality Learning Environment

Equip our children with the technological, social and academic skills for a modern British and international success.



Extending the Boundaries of Learning

Guide our children to develop as motivated, independent learners in order to develop children's whole self and wider skills for life.

We are proud of our college's ethos and the conduct of our students.

### **At Swavesey Village College, we expect all students to be:**

#### **Responsible**

- I have excellent attendance, punctuality, equipment and uniform.
- I work to the best of my ability.
- I play a full part in the life of the college.
- I am determined to make a success of my time at SVC.

#### **Respectful**

- I look after my college community.
- I follow instructions promptly.

- I treat others as I would like to be treated myself.
- I understand that learning from failures leads to success.

### Safe

- I make the right choices, even when this isn't easy.
- I move around the college site carefully.
- During social times I keep in supervised areas.
- I don't bring anything into college that could affect mine/others safety.



## How Else Can I Show Responsible, Respectful and Safe Behaviours?

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RESPONSIBLE</b> | <ul style="list-style-type: none"> <li>✓ Always on time</li> <li>✓ Take care in the way in which I approach my learning/behaviour/environment</li> <li>✓ Planning ahead</li> <li>✓ Review work once finished</li> <li>✓ Try to make improvements to my/others work using constructive feedback</li> <li>✓ Work well with others</li> <li>✓ Volunteer to help others and share my learning</li> <li>✓ Good self-manager</li> <li>✓ Always meet deadlines (class &amp; homework)</li> <li>✓ Show self-control in both actions and words</li> <li>✓ Can change my attitude and actions to get a different result</li> </ul>                                                                                                                                                     |
| <b>RESPECTFUL</b>  | <ul style="list-style-type: none"> <li>✓ Always prepared</li> <li>✓ Always practice good manners</li> <li>✓ Follow classroom rules</li> <li>✓ Focus during lessons</li> <li>✓ Make time for others</li> <li>✓ Listen considerately to peers/teacher</li> <li>✓ Show tact (communicate something difficult without attacking another's feelings)</li> <li>✓ Show empathy (understand what someone else is feeling)</li> <li>✓ Take turns in class</li> <li>✓ Sharing</li> <li>✓ Using kind words and actions</li> <li>✓ Encouraging others</li> <li>✓ Being helpful</li> <li>✓ Picking up litter (even if it's not mine)</li> <li>✓ Treasuring books/work – pride in work and presentation</li> <li>✓ Not being wasteful</li> <li>✓ Well-presented uniform – pride</li> </ul> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SAFE</b></p> | <ul style="list-style-type: none"> <li>✓ Calm &amp; sensible behaviour in corridors and classrooms</li> <li>✓ Stay within permitted areas at break and lunch</li> <li>✓ Maintain personal space</li> <li>✓ Use materials/equipment appropriately</li> <li>✓ Report problems and injuries to a member of staff immediately</li> <li>✓ Encourage and remind others about being safe</li> </ul> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Teacher responses to behaviours that are not responsible, respectful, or safe:**

Teachers' responses to significant unfocused behaviour that detracts from their own or others' learning both in and out of lessons are:

- Verbal reminder
- Move to an alternative seat as directed by teacher
- Removal from lesson (with restorative follow up)
- Removal from class for a period (with restorative follow up)

Students should always be given a clear reminder of expectations before any sanctions are applied. Teachers should also use restorative approaches to ensure that the behaviour has been challenged and the student has accepted responsibility for the impact of their behaviour on themselves and others. This is an important part of the reparation process for both staff and students.

**Removal:** if a student is removed from a teacher's class then the class teacher in the first instance will contact home to discuss the incident and inform then parent/student that this behaviour will result in a College Detention being issued. The SSA will then contact home to confirm the day/date/time of the College Detention on behalf of the curriculum area. The teacher will then have a restorative conversation with the student during their detention. If a student is removed more than once, then a subject report will be put in place (unless the student is already on a report via the House Team) and the Curriculum Leader will become involved.

Teachers also use other behaviour management strategies such as seating plans, specific groupings, modelling positive and respectful behaviour and language; building resilience and self-esteem through positive reinforcement.

## Appendix 5: Restorative Approaches and Sanctions

Whilst most students make a positive contribution to the college and meet or exceed these expectations consistently, in some cases there is a need to remind and reinforce the high expectations of the college community. If a student fails to meet our expectations out of lessons (**responsible/respectful/safe**) – e.g. between lessons, at break and lunchtimes - there are clear sanctions to their actions. We also expect the same high standards of decency and behaviour when travelling to and from college. We do not ignore misbehaviour. Sanctions should be applied consistently and fairly across the college. Tutors will work with students and their parents to prevent recurrences. More serious incidents, including bullying, are dealt with by Senior Tutors /Senior Leadership Team and sanctions applied at an appropriate level.

Most of our day-to-day sanctions can be viewed in Appendix 1 and Appendix 4. Our sanctions consist of:

|                                    |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lunch detention in S1</b>       | Take place at the start of lunch for 15 minutes.                                                                                                                                                                                                                                                                                                   |
| <b>Social time in House Office</b> | A student may lose part or all of either their break or lunch break or both.                                                                                                                                                                                                                                                                       |
| <b>Teacher Catch-ups</b>           | Can be set at break, lunch or after college. When issued during college hours the member of staff will always ensure that a reasonable time has been given to the student to eat, drink and go to the toilet.                                                                                                                                      |
| <b>College Detentions</b>          | Run after school on a Thursday for 30/60/90 minutes. These are held in allocated House detention rooms.                                                                                                                                                                                                                                            |
| <b>Principal's Detention</b>       | Friday after school for 1 hour and 30 minutes. <ul style="list-style-type: none"> <li>• Issued for more serious misdemeanors</li> <li>• Smoking/being in possession of smoking paraphernalia (including vapes)/being with a smoker</li> </ul>                                                                                                      |
| <b>Isolation</b>                   | Will run from 9:15-16:15 or 12:35 – 16:15pm depending on what has happened. Some examples are: <ul style="list-style-type: none"> <li>• Missed Principal's Detention</li> <li>• Off-site truancy</li> <li>• Extreme defiance &amp; disrespect</li> <li>• If we do not feel it is safe/appropriate for a student to be suspended at home</li> </ul> |

### Escalation

- For a missed or failed lunch detention → 30-min College Detention
- For a missed or failed teacher catch-up → 60-min College Detention
- For a missed or failed 30-min College Detention → 60-min College Detention
- For a missed or failed 60-min College Detention → 80-min Principal's Detention
- For a missed or failed Principal's Detention → 1-day Isolation
- For a failed half-day Isolation → 1-day Isolation
- For a failed full-day Isolation → 1-day Suspension

## Restorative Approaches

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. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

This could be through:

- Affective questioning (in lessons)
- The use of micro scripts in lessons and community spaces (e.g. in restorative time outs)
- Restorative conversations (in teacher catch-ups, college detentions and/or by House teams when there is an issue that is not easily solved)
- Restorative conferences (used with higher level issues and when involving more than two people)
- Formal community conferences

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

The restorative process is structured around key restorative questions:

1. *What's happened?*
2. *What were you thinking/feeling at the time?*
3. *What have your thoughts been since?*
4. *Who has been affected and how?*
5. *What needs to be done to make things right?*

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

## Appendix 6: Bus Behaviour Sanctions

The information below has been aligned to mirror our school behaviour policy

|                                                                                                 | <u>First offence</u>                                                   | <u>Further offences</u>                                                               |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <u>Offence Type</u>                                                                             |                                                                        |                                                                                       |
| <b>No bus pass</b>                                                                              | Tutor to email home & reminder to have a spare copy                    | Lunch detention & email<br>Any further occasions will result in a 2-week bus contract |
| <b>Eating food / drink on board</b>                                                             | Tutor reminder & email home                                            | Lunch detention<br>Any further occasions will result in a 2-week bus contract         |
| <b>Throwing objects (within or from the vehicles)</b>                                           | Senior tutor contact home and college detention                        | 2-week bus contract<br>Any further offenses, banned from bus travel                   |
| <b>Report of unkind or bullying related incident</b>                                            | House team to investigate and sanction accordingly in line with policy | House team to investigate and sanction accordingly in line with policy                |
| <b>Foul language</b>                                                                            | Lunch detention as per SVC policy                                      | College detention.<br>Any further incidents will result in 2-week bus contract        |
| <b>Vandalism or Graffiti</b>                                                                    | 2-week bus contract / pay for damage caused                            | Banned from bus travel & pay for damage caused                                        |
| <b>Distracting the driver (e.g. excessive use of stop bell, stamping on floors, loud music)</b> | 2-week bus contract / pay for damage caused                            | Banned from bus travel                                                                |
| <b>Standing / Walking within the bus whilst underway</b>                                        | 2-week bus contract / pay for damage caused                            | Banned from bus travel                                                                |

Cambridge Buses will log the behaviour issues so that the offence frequency can be effectively monitored and so that school can follow-up accordingly.

## **Appendix 7**

### **Phone-Free School Statement**

#### **Purpose**

This document explains the rationale and approach that the school will take to ensure Swavesey Village College is 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 document should not be read in isolation as it 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)

#### **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 which can be connected to a phone by cable or by wireless connection
- devices – any phones, smart watches or headphones

- entry points – the gate adjacent to the school’s main reception, the school’s main reception and the gates at the school’s bus park

### **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 entry points from 3:10pm each day.
- Students attending extra-curricular activities after school may unlock their pouches prior to attending these activities.
- 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 and may decorate the pouch appropriately.
- The pouch remains the school’s property.
- 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 their parents/carers.

### **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.

### **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.

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 a week. 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/carers, the school will either return the SIM card to the parent/carers 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 Swavesey Village College. The pouch will be replaced by the school 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.

#### **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/by parents/carers during the school day**

If parents/carers 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.