



Newton  
Abbot  
College

Imagine what's possible ...

## BEHAVIOUR POLICY

This policy was adopted by the Governors of  
Newton Abbot College on 12/09/2023

Review date: Summer 2024

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## **1 Mission, values and drivers**

### **1.1 Mission:**

to provide the best educational experience for all our students; an experience that supports, challenges & inspires them to achieve their potential and develop into well-rounded, kind, resilient and responsible young people, who have a deep love of learning and a curiosity about the world in which they live.

### **1.2 We value:**

Courage	Perseverance
Hard work	Achievement
Kindness	Respect
Pride	Aspiration

### **1.2 We are driven by:**

Having high expectations & standards in all we do. Delivering high quality lessons that inspire & engage. Maximising opportunities & outcomes. Treating all individuals with care & compassion. Creating a strong culture & college community.

## **2 Culture**

At Newton Abbot College we are proud of the respectful and caring culture that exists within our community.

The relationships between the members of our community are very strong and are built on a principle of mutual trust. In order to maintain such high levels of trust and such high quality relationships it is imperative that all members of the community take the responsibility to protect the rights of others very seriously.

Staff have the right to feel safe and happy in the workplace, to be free from discourteous or abusive behaviour, to be listened to and to be respected. Teachers have the right to deliver their lessons without disruption.

Students have the right to feel safe and happy in college, to be free from unpleasant behaviour towards them and to learn without disruption.

Members of the community have the right to feel safe and enjoy living in the area.

We believe

- everyone has the right to learn and no one has the right to disrupt anyone else's learning
- everyone takes responsibility for their own behaviour
- constant reinforcement of positive behaviour and the use of praise and rewards are better motivators than sanctions and negative feedback
- consistency in practice is essential
- clearly articulated and shared expectations are more powerful motivators than rules
- Under the Equality Act 2010, the college will make reasonable adjustments to any provision, criterion or practice to acknowledge our legal duty to make 'reasonable adjustment' to practice and policy for children with SEND/EAL and so they are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of the behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism.

### **3 Purpose of the behaviour policy**

Our behaviour policy is therefore designed to encourage every member of our college community to take full responsibility for their behaviour in a way that protects the rights of all staff and students. Guiding student's behaviour is an important aspect of educating and caring for students. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

We do everything we can to create an ethos of positivity through a culture of reward and celebration. Our reward systems are focused around our vision as a college and on intrinsic reward as far as possible. We seek varied and numerous means and opportunities to celebrate members of our community who embody our values.

Newton Abbot College sets incredibly high expectations of every member of its community. The occasions where members of the college community fail to meet these expectations, we have a clear system of sanctions to deal with this and support them to make the right choices moving forwards.

#### **3.1 The role of college governors**

The college governing body will support the effective operation of this behaviour policy. They will:

- provide support and challenge to the college regarding the implementation and effectiveness of the behaviour policy.
- review behaviour data at regular intervals
- provide constructive feedback to the college where the policy may not be effective in the local context, and suggest alternative approaches.
- ratify this policy at each review date.

#### **3.2 The role of college leaders**

The college leadership team, comprising the Senior Leadership Team & Middle Leadership Team, will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

College leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. College leaders will make sure that

- all new staff are inducted clearly into the college's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the college
- all staff will refresh understanding of rules and routines throughout the academic year, for example, at college inset days, weekly staff briefings, tutor briefings, subject team meetings, teaching and learning briefings, through the coaching programme, early career teacher meetings.
- all staff will have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour.

### **3.3 The role of teachers and staff**

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff will

- uphold the whole-college approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the college behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed
- challenge students to meet the college expectations and maintain the boundaries of acceptable conduct.
- communicate the college expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students
- consider the impact of their own behaviour on the college culture and how they can uphold the college rules and expectations. Staff will also receive clear guidance about expectations of their own conduct at college in the Trust Code of Conduct policy that all staff read annually. [<https://ivyeducationtrust.co.uk/trust-policies/>]

### **3.4 The role of students**

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student should be made aware of the college behaviour standards, expectations, pastoral support, and consequence processes. Students should be taught that they have a duty to follow the college behaviour policy and uphold the college rules, and should contribute to the college culture. Students should be asked about their experience of behaviour and provide feedback on the college's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

### **3.5 The role of parents**

The role of parents is crucial in helping develop and maintain good behaviour of our students at Newton Abbot College. To support our college, parents are encouraged to get to know the college's behaviour policy and, where possible, take part in the life of the college and its culture. Parents have an important role in supporting the college's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the college while continuing to work in partnership with them.

Newton Abbot College endeavours to build and maintain positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the college's behaviour policy. Class Charts is an instant method in which parents are asked to engage with their child's behaviour in college. Where appropriate, parents are included in any pastoral work following misbehaviour, including, for instance, attending a reintegration meeting following an external suspension or a review of specific behaviour interventions in place.

### **3.6 The role of the SEND department**

Our culture consistently promotes high standards of behaviour and provides the necessary support to ensure all students can achieve and thrive both in and out of the classroom. The college aims to meet the needs of all students, including students with SEND, so that everyone can feel they belong in the college community and high expectations are maintained for all students. Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Newton Abbot College therefore manages student behaviour effectively, using the graduated approach to assess, plan, deliver and then review the impact of the support being provided for our SEND students.

NAC will consider whether persistent disruptive behaviour is the result of an unmet educational or other need by:

- Referral to the SEND team
- Support from the Learning Support Team
- Referral to Inclusion

Further adjustments and support in school can be offered in response, targeted to meet the needs of each individual. Where necessary advice will be sought from outside agencies to identify or support specific needs.

Newton Abbot College will, under the Equality Act 2010, take reasonable measures to avoid disadvantage to a student with protected characteristics from the college's policies or practices. Under the Children and Families Act 2014, the college will also use our 'best endeavours' to meet the needs of those with SEND; and if a student has an Education, Health and Care plan, the provisions set out in that plan will be secured in consultation with the local authority and other bodies.

Illustrative examples of preventative measures include, for example (but are not limited to):

- short, planned movement breaks 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;
- reasonable adjustment to 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 should take into account the specific circumstances and individual needs of the student concerned.

[\[https://nacollege.devon.sch.uk/wp-content/uploads/2022/12/SEND-Policy-2022-Final-1.pdf\]](https://nacollege.devon.sch.uk/wp-content/uploads/2022/12/SEND-Policy-2022-Final-1.pdf)

## **4.0 Induction**

### **4.1 Student induction**

Every student is supported to achieve the behaviour standards, including an induction process that familiarises all students with the college behaviour culture. The college acknowledges that, just like student's vary at their rates of progress learning in subject areas, students also vary in their rates of progress in behaviour for learning.

The college seeks to educate students positively about behaviour and expectations, including most importantly the reasons why we have the behaviour and reward policy that we do. There are several times throughout the year that are planned instances of this. This includes, for example:

- Induction for all students in first week of college academic year in year assembly
- Induction for all students in first two days of college academic year in subject lessons
- Half termly assembly - culture attitudes and expectations
- Tutor times
- Year 7 have a slightly longer induction at the start of the academic year to help support students settle and make the transition from primary school. They also are offered a residential trip in the first term as part of building strong relationships with staff, their tutors and new friends.
- SEND students have an enhanced induction programme in the summer prior to their arrival in year 7.
- Students who arrive as an in year admission, are inducted into the college through meeting their heads of learning. They also are given a 'buddy' to support their transition and learn the culture at college.

## **4.2 Staff induction**

All staff also have an induction into the college. Development and support includes, for example:

- Weekly staff briefing feature on Culture, Attitudes and Welfare
- Safeguarding briefings
- Assemblies
- Coaching
- Behaviour for Learning Walks with SLT on call
- CPOMs, daily suspension emails PLR behaviour reflections

## **5.0 Behaviour expectations**

### **5.1 Uniform**

Our vision is for outstanding learning, achievement and behaviour for all students. We have the highest expectations of our students and ourselves – and make no apologies for this – because we know that aiming high ensures we deliver the best quality lessons that inspire and engage; and ensures that our students achieve beyond what they thought was possible, which in turn enables them to develop a self-belief and resilience that will guarantee their success in future life.

Our college uniform is a means of expressing this high level of expectation. We expect all students to wear their uniform correctly and with pride. The college uniform gives students a sense of identity, belonging and pride in our college. When students are able to get what may seem like the ‘small things’ right, other college rules are much easier to follow. Students that follow the uniform expectations also are more likely to follow the other rules in college, demonstrating they are proud to be at the college and are prepared and ready to focus on their learning.

The college uniform is designed to provide a quality uniform that is good value for money and durable, whilst also reducing the financial and social pressures on students to wear expensive branded goods. The Newton Abbot College logo supports the common identity amongst all students, regardless of background, and therefore acts as a social leveller.

#### **5.1.1 Uniform rules - Smartly presented**

Uniform at Newton Abbot College is applicable to all year 7-11 students, irrespective of gender.

Students should arrive to college in their full uniform (including blazers).

Students are expected to leave college and return home in their full uniform (including blazers).

Students in years 7-11 should wear full college uniform (including blazers) at all times around the college site and in college buildings (unless instructed otherwise) and should remove outdoor coats when inside.

No student will attend lessons unless in full college uniform. No staff should accept students wearing their uniform incorrectly.

Uniform expectations can be found in the Teacher Planner, Students’ Organiser and on the college website (<https://www.nacollege.devon.sch.uk/information/uniform-2/>)



### **5.1.2 Weather conditions**

The uniform policy does not change during cold, wet or warm weather. It is the responsibility of the student to arrive at college with appropriate clothing as indicated in the uniform policy.

- During cold weather, students are permitted to wear a plain white t shirt underneath their shirt as an extra layer, as well as the option of a college jumper. Students should wear a warm waterproof coat to college, moving between lessons and at break times.
- Students should wear a warm waterproof coat when rain is forecast to protect themselves travelling to and from college, moving between lessons and at break times. Students are advised to move to indoor areas, such as the Green Tree Restaurant, indoor seating areas and arrive early in the corridors to their lessons when it is raining at break times.
- During warm weather, students are encouraged to wear a short arm shirt and college skirt or college shorts.

The college will inform students and parents if uniform changes temporarily due to extreme weather, such as no blazers during heat wave warnings.

Purchasing college uniform

The uniform supplier for Newton Abbot College is Price & Buckland (<https://price-buckland.co.uk/>)

Parents/carers who wish to gain assistance in purchasing college uniform for their child should contact the Head of Learning.

Parents/carers are able to purchase any available secondhand uniform supplies that the college may have.

Parents/carers who are unsure whether an item of uniform or a hairstyle will be acceptable should contact the Head of Learning Team for clarification before purchase. Parents/carers should also be aware that footwear stores do not engage with the college regarding our uniform policy, and have no desire to. Therefore, the signage and marketing of school shoes does not always correspond with that deemed acceptable at Newton Abbot College. For instance, Nike Air Force 1 trainers, may be marketed as “school shoes”, however, they are unacceptable at Newton Abbot College.

### **5.1.3 Uniform checks in college**

Tutors will check that all elements of the uniform are adhered to by their tutees in every tutor time. The tutor should seek to amend or supply uniform if any is incorrect where possible. Students will not attend lessons unless in full college uniform and will be sent to the Head of Learning team. The Head of Learning team will further seek to remedy the incorrect uniform and will then contact the parent(s). Students will be expected to work in the Protected Learning Room whilst their uniform is being corrected.

Teachers should check the uniform of students when they are ‘thresholding’ (greeting students) on entry and exit to the lesson. Staff on break duties in the restaurants should not allow students into queues without excellent uniform. Students should stop and sort uniform issues before entering the gates at the start and end of the day.


### **5.1.4 Confiscating items contravening the uniform policy**


Staff will confiscate items that are not part of our policy, e.g. earrings, nose studs, jewellery, black logoed socks, hoodies. Items will be handed to the Head of Learning office as soon as possible. Students will sign to confirm that they have collected the item(s) and that they understand the college uniform policy. Subsequent offenses will result in the confiscated item(s) being required to be collected by a parent. Persistent offenses will result in a consultation with parent/carer to put in appropriate strategies to support. For example, leaving the item(s) at home.

### 5.1.5 College Uniform

In the current climate of ever changing styles and fashions the following is not intended to be an exhaustive list of what is/is not acceptable.

The college reserves the right to make the final decision on what is and what is not acceptable.

Uniform	Acceptable	Unacceptable
Shirt	<ul style="list-style-type: none"> <li>✓ Teacher to ensure students have shirts tucked in.</li> <li>✓ Plain white - short or long sleeved.</li> <li>✓ Buttons all done up</li> </ul>	<ul style="list-style-type: none"> <li>Untucked shirts</li> <li>Logos, branding and colour shirts</li> </ul>
Tie *	<ul style="list-style-type: none"> <li>✓ The tie should touch the trouser, skirt or shorts waist band when stood tall.</li> <li>✓ The tie knot should cover the top button of the shirt.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Short ties that do not reach waist band.</li> </ul>
Blazer *	<ul style="list-style-type: none"> <li>✓ Blazers worn at all times</li> <li>✓ The teacher must give permission for blazers to be taken off.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Sleeves rolled up</li> </ul>
Skirt *	<ul style="list-style-type: none"> <li>✓ The NAC logo should be visible.</li> <li>✓ 20" or 22" skirts are available to order online to ensure the skirt is no less than 1 hand's width above the knee. An 18" skirt may only be ordered by the Head of Learning Team following parental discussion and authorisation.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Rolled skirts</li> </ul>
Trousers	<ul style="list-style-type: none"> <li>✓ Plain black, full length, tailored trousers</li> <li>✓ Belts are permitted if narrow and plain black with a simple buckle.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Designer logos on belts</li> <li>✗ Made from stretch fabric or very clingy.</li> <li>✗ Leggings</li> <li>✗ Cropped trousers</li> <li>✗ Jeans</li> </ul>
Shorts *	<ul style="list-style-type: none"> <li>✓ College shorts with logo</li> </ul>	<ul style="list-style-type: none"> <li>✗ Any other shorts</li> </ul>
Socks and Tights	<ul style="list-style-type: none"> <li>✓ Plain short black socks</li> <li>✓ Plain black tights</li> </ul>	<ul style="list-style-type: none"> <li>✗ Socks with logos</li> <li>✗ White socks</li> <li>✗ Long socks</li> </ul> 

	<ul style="list-style-type: none"> <li>✓ Plain, black, flat, smart leather shoes</li> <li>✓ Plain, black, flat, smart leather boots if covered by trousers.</li> <li>✓ All able to be polished.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Leather trainers or sneakers (e.g. Nike Air Force 1, Converse, Vans)</li> <li>✗ Pumps</li> <li>✗ High heels</li> </ul> 
Coat	<ul style="list-style-type: none"> <li>✓ A plain coat.</li> <li>✓ Hoods down inside buildings</li> <li>✓ Coats removed in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>✗ Hoods up should not be worn inside buildings at any point.</li> <li>✗ Hoodies with or without a zip (e.g. Nike Tech Fleece)</li> <li>✗ Hoodies do not replace a coat or jumper</li> </ul>
Jumper *	<ul style="list-style-type: none"> <li>✓ A college logo jumper only</li> </ul>	
Hair	<ul style="list-style-type: none"> <li>✓ Face must be seen</li> <li>✓ Grade 2 or longer</li> <li>✓ Hair should be blended e.g. grade 2 at bottom leading up to grade 4 near top</li> </ul>	<ul style="list-style-type: none"> <li>✗ No tram lines</li> <li>✗ Skin fades</li> <li>✗ Hair dye (unless natural colour and even all over)</li> </ul>
Makeup	<ul style="list-style-type: none"> <li>✓ Discreet</li> </ul>	<ul style="list-style-type: none"> <li>✗ No nail varnish or false/acrylic nails</li> <li>✗ No false eyelashes</li> </ul>
Earrings	<ul style="list-style-type: none"> <li>✓ Single pair of small plain discreet studs in the ears</li> </ul>	<ul style="list-style-type: none"> <li>✗ No other piercings, retainers, clear retainers or stretchers are acceptable in any part of the body.</li> </ul>
Jewellery	<ul style="list-style-type: none"> <li>✓ See earrings*</li> <li>✓ A watch may be worn</li> </ul>	<ul style="list-style-type: none"> <li>✗ No other jewellery is permitted</li> <li>✗ Watches used as mobile phone devices will be treated as a mobile device</li> </ul>
Nails	<ul style="list-style-type: none"> <li>✓ Unpainted, natural nails</li> </ul>	<ul style="list-style-type: none"> <li>✗ No nail varnish</li> <li>✗ No false/acrylic nails</li> </ul>
Bag	<ul style="list-style-type: none"> <li>✓ a large bag/rucksack which is capable of holding A4 folders and textbooks, writing equipment and their student organiser.</li> </ul>	
<b>*To be purchased from Price &amp; Buckland</b>		

### **5.1.6 Sports kit**

#### Compulsory

- Black and lime polo shirt with Newton Abbot College logo
- Black sports shorts.
- Plain, black football socks
- Sports trainers and white socks for P.E.
- Boots for use on the field- mouldies or metal studs
- Shin pads and gum shield for hockey/football/rugby
- Towel and swimming costume/swimming shorts (y7-9)
- Swimming goggles (y7-9)

#### Optional

- Black and lime reversible sports top for football, rugby and hockey with Newton Abbot College logo
- Black college 1/4 zip top with Newton Abbot College logo
- Black sports leggings with Newton Abbot College logo (Also used in Performing Arts)

## **5.2 Attendance and punctuality**

Newton Abbot College is committed to broadening the horizons and improving the life chances of young people. We do this by increasing their opportunities and maximising their outcomes. We constantly strive for excellence: for all and in everything. Therefore students need to be in college and in the classroom learning. Our college will actively promote and encourage 100 per cent attendance for all of our students. Research suggests that 17 missed college days a year leads to a 1 GCSE grade DROP in achievement. (DfE)

Tutors have a key role in discussing attendance with tutees.

Staff will take registers accurately at the start of every lesson and challenge poor punctuality.

Staff on duty will insist on students getting to their lessons promptly at the first warning bell – see Attendance policy

(<https://nacollege.devon.sch.uk/wp-content/uploads/2022/12/Attendance-Policy-2022.pdf>).

### **5.2.1 Punctuality rules - Punctual at all times**

Students should arrive on time for all lessons. The register will be marked as L if late and the late will be logged on Class Charts. If a student is with a member of staff other than their timetabled teacher, the staff member must alert the receiving member of staff in order that punctuality data is accurate for all students. Students receive a 'Lates detention' if late to Tutor and if late to 3 lessons in a fortnight receive a 'Lates detention'. Students who are persistently late will be supported to improve their punctuality, such as being placed on tutor report card.

Newton Abbot College's full attendance policy can be found on the college website.

## 5.3 Equipment

### 5.3.1 Equipment rules - Equipped to learn

All students are expected to have all the correct equipment in college every day. Tutors monitor this in daily tutor checks and teaching staff are expected to challenge lack of equipment. Class Charts reward points are issued for having the correct equipment and negative points where equipment is missing. Where possible the tutor should seek to amend or supply equipment if any is missing.

- Students can purchase various equipment through the college Class Charts shop.
- Parents/carers who require support to purchase equipment should contact the Head of Learning team.
- Equipment expectations can be found in the Students' Organiser and on the college website (<https://www.nacollege.devon.sch.uk/information/uniform-2/>).

All members of the college community take responsibility for their own property and respect property belonging to others, including college equipment and buildings. Students bring personal items onto college property do so at their own risk. Students who bring personal items into college should make every effort to reduce the risk of theft whilst at college by keeping them well concealed or handing items to their Head of Learning. The college has no way of enforcing other parents/students to replace broken/stolen items.

### 5.3.2 Equipment list

- A large college bag which is capable of holding A4 exercise books, folders and large text books
- Student planner
- Two black pens
- Two sharp pencils
- Two purple pens
- Rubber & sharpener
- Ruler
- Glue stick
- Four highlighters
- Protractor
- A pair of compasses
- A calculator (purchased from the Maths department)

### 5.3.3 The college publishes a list of banned items which should not be brought into college under any circumstances. Prohibited items include.

- Knives, other weapons, or could be used as a weapon
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes or vape products
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the student)
- Fizzy drinks
- Aerosols
- Any item which disrupts effective teaching and learning

## 5.4 Mobile phones and devices

The way in which students relate to one another online can have a significant impact on the culture at college. Whilst the college recognises that interactions online can have a positive impact for students and can give them support in many ways, it is also clear that negative interactions online can hurt students, damage the college's culture and can lead to college feeling like an unsafe place. Behaviour issues online can be very difficult to manage and online incidents occur both on and off the college premises. Students will be taught that even though the online space differs, in many ways the same standards of behaviour are expected online as offline, and that everyone should be treated with kindness, respect and dignity.

A mobile device includes all forms of mobile devices such as headphones, air pods and smart watches.

**Newton Abbot College is a mobile free college.**

**Mobile phones should not be seen at any point during the college day on college site.**

### 5.4.1 Student use of mobile phones

Year 7-11

- The college prohibits the use of mobile phones/devices throughout the duration of the college day.
- Students are not to use a mobile phone on college site.
- Students who require a mobile phone to get to and from college are expected to have their mobile phone/devices turned off and in their rucksack/bag. This will reduce the temptation to use it on college site.
- No student in year 7-11 will be asked by a teacher to use their mobile phone/devices in lessons or tutor time.

Sixth form

- Year 12 and 13 are allowed to use their mobile phones/devices in Sixth Form House and in lessons where their teachers have given instruction to use them for educational purposes.

All students

- Students who use mobile phones/devices for medical needs, such as diabetics checking blood glucose levels, will be issued a 'medical pass' and will have it indicated to staff on Class Charts. All students in college will be educated about mobile phones potentially being used for medical needs.
- Students are educated about the safe use of mobile phones/devices through their Values lessons, assemblies and safeguarding tutor programme.
- Students using smart watches for purposes other than telling the time, will be treated as if it is a mobile phone and will be sanctioned in the same way.

Tutors

- Tutors will share information from Class Charts regarding sanctions and rewards that a student needs to know in tutor time so that mobile phones/devices are not required.
- Students will write their timetable in their student planner so that their mobile phone is not required.
- Tutors will periodically remind students to have their mobile phones/devices turned off in their bags, and to keep them concealed and not in their pockets.

## Parents

- Parents should ensure their child uses Class Charts to access homework, timetable, positive points, and detentions (day and times).
- Parents should ensure their child is using/accessing age-appropriate apps and content on their device.
- Parents should contact the college reception to pass information their child needs during the college day and not in lesson time via their child's mobile to ensure learning is not disturbed.
- Parents should refrain from taking calls/messages from their child during the college day so that staff can support students appropriately and students access support/resources they need to. If there is an urgent need to contact their child, they should phone college reception.

### **5.4.1 Visitors use of mobile phones**

- Visitors are requested not to use their personal mobile phones on the college site. These should be turned off whilst in college.
- Visitors, including parents/carers, are not permitted to take photos/videos during any assemblies, events or performances as the college is unable to make sure photos are not edited, put on social media or have students who do not give their consent.
- College photographers will be treated as any other visitor and appropriate levels of supervision will be in place at all times.

### **5.4.2 Responsibility of mobile phones and other mobile devices**

The college accepts no responsibility for theft, loss, damage, costs incurred or health effects (potential or actual) relating to mobile technology. This includes if they are confiscated. It will not always be possible for staff to investigate the loss of mobile phones and devices. It is the responsibility of the parent/carer to make sure that mobile technology is properly insured.

### **5.4.3 Confiscated mobile phones and other mobile devices**

If a student uses their mobile phone/devices inappropriately the mobile device will be confiscated. Students are expected to hand their mobile device to all members of staff that instruct this immediately. This will be logged on Class Charts by the member of staff.

Confiscated mobile phones/devices will be handed to the Head of Learning office as soon as possible, including the students' full name, teacher initials and date.

Parents will be required to collect the confiscated mobile phone from college themselves should this be a repeated offense.

If a student refuses to hand in a confiscated mobile phone/device, they will be sent to the Protected Learning Room, where they will be asked again to hand in their mobile phone/device. If they refuse again, parents will be contacted to come to remove the mobile phone. Further sanctions may occur should defiance of college rules continue.

## 5.5 Behaviour for Learning

All members of the college community have the right to feel safe and secure at all times and all members of the college community have a responsibility to make sure that this is so.

### 5.5.1 Students will

- Show RESPECT (see the 'RESPECT' posters in all teaching spaces and Student Organiser)
- Attend every lesson
- Be on time and be ready to learn
- Wear full college uniform with pride and have all books/equipment in their bag
- Enter the classroom quietly and be ready to engage with learning straight away
- Sit in the seating plan directed by the teacher or cover teacher
- Be polite and respectful to everyone
- Keep all learning spaces clean and tidy
- Follow presentation of work expectations
- Support the learning of others
- Be ready to answer questions and discuss when asked to
- Behave respectfully, including only talking when instructed

### 5.5.2 Teachers will

- Follow the Newton Abbot College Lesson Framework of Excellence
- Threshold at the start of the lesson to help students meet expectations
- Ensure punctual starts: culture of 'first minute to last bell' having high value
- Ensure a calm and orderly environment which is essential for students to be able to learn
- Register students promptly in the first 10 minutes of the lesson
- Use a strategic seating plan which is regularly reviewed and updated
- Re-frame and re-set: avoid negative emotions in interactions with students
- Positively reinforce what good behaviour looks like
- Create a culture whereby challenging tasks are met with a growth mindset - 'worth doing because it is hard' and it is important to 'try'
- Ensure a culture of error: learners attribute success and failure to things they can change
- Promote learner motivation and celebrate success and excellent effort towards success; create a positive culture towards learning and making progress
- Use questioning effectively: students should expect to answer; take time to think; listen to others and have a go
- Use high expectation, high challenge and high trust: Everybody works, everybody answers, everybody learns
- High ratio of student thinking and participation
- Promote a culture of positive reinforcement that praises and rewards students when expectations are met
- Regularly use Class Charts to record praise, reward and sanctions
- Issue sanctions fairly and consistently when expectations are not met

**Behaviour for learning at  
Newton Abbot College  
is about RESPECT.**

**R**espect for each other  
**E**quipped to learn  
**S**martly presented  
**P**unctual at all times  
**E**verybody engaged; 100% effort  
**C**onsiderate & active listening  
**T**alking only when instructed





## **5.6 Protected Learning Room (PLR)**

### **5.6.1 Purpose of the Protected Learning Room (PLR)**

Students and staff have a right to a calm, safe learning environment as well as courtesy and consideration. Removal of a student from the classroom is considered a serious sanction and is only used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. If it is necessary, for serious disciplinary reasons, for a student to spend a limited time out of the classroom by the teacher, students will be sent to the Protected Learning Room.

Teachers have a responsibility to remove students who continue to fail to meet college expectations despite the actions of the teacher to use behaviour strategies that seek to reframe and reset poor behaviour.

### **5.6.2 Sending a student to PLR**

There is an established warning system before students are sent to the PLR (Warn, Move, Remove). Any warning is issued calmly and without confrontation using the language of care and reluctance - not punitive language. The tone is warm whilst strict and the student is sent out with reluctance and care.

Where possible, the teacher will move the student in the classroom following a warning if the poor behaviour persists.

Students who fail to manage their behaviour are sent to the Protected Learning Room to reflect, seek a better frame of mind and return to their next lesson ready to learn.

The incident is logged immediately by the teacher on Class Charts and the student's parents/carers are notified through Class Charts.

### **5.6.3 Expectations in PLR**

Students arrive at the RESET room where they are expected to demonstrate they are calm and composed to complete a behaviour reflection. The behaviour reflections helps students learn to guide or 'self manage' their behaviour to learn acceptable behaviour. It encourages students to reflect on their actions and the impact those actions have on themselves, others and the environment around them. This is the students' opportunity to have their voice heard. Students are encouraged to reflect on their behaviour, why it did not meet college expectations, the impact of their actions, how they can do better in the future and what they can do to correct the situation.

Students will continue to complete the remainder of the lesson completing work from the college VLE or paper based work set by the department.

Students will complete work in a Protected Learning Room exercise book which remains in PLR.

Students receive a 20 minute detention for being sent to the Protected Learning Room which takes place in the next available break time from being sent or after college on the same day.

The member of staff that directed the removal from class is responsible for speaking with the student to have a restorative conversation following removing the student from their lesson. This is necessary to improve all students' ability to behave meeting high expectations to maximise their learning in the classroom. A restorative conversation allows the student to have their voice and to develop a positive relationship again with the member of staff. Students will reflect on how to behave, manage their behaviour next time and in that context for themselves. Restorative conversations should be positively focussed on what will happen moving forward.

### 5.6.4 Sanctions for being sent to the Protected Learning Room

Students who go to the Protected Learning Room receive a 20 minute detention.

An additional after college detention (35minutes) will be issued to students who go to the Protected Learning Room two or more times in a day or three times in a week.

If students are sent to the PLR three times on the same day an external suspension will follow.

If students are sent to the PLR more than three times in a day then an external suspension will follow.

The Inclusion, SEND and Head of Learning teams work with students and their parents/carers to investigate the reason for the behaviour and plan for improvement.

Persistent low grade disruption or an incident of serious misbehaviour in PLR will result in further sanctions and possibly an external suspension from college for failing PLR.

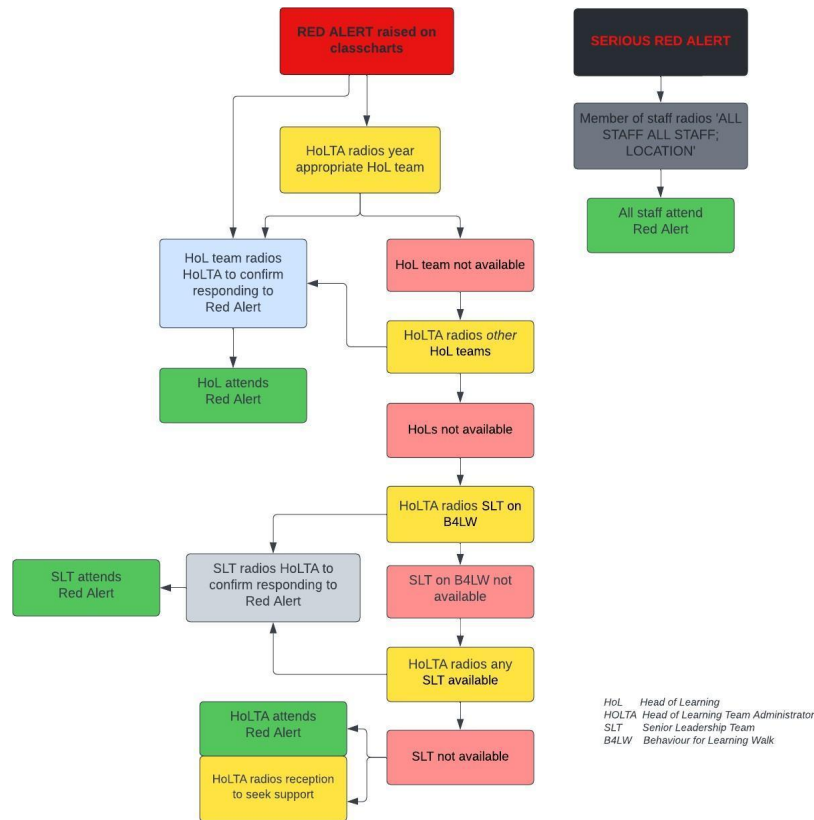
### 5.6.5 Red Alerts

If a student engages in one of the behaviours below a Red Alert is logged on Class Charts and a member of the Head of Learning teams or SLT on duty will attend the Red Alert. Staff can also email a Red Alert.

- Refusal to go to PLR
- Aggressive physical or verbal behaviour
- Total defiance/refusal to cooperate with staff
- Any other challenging behaviour

The Inclusion, SEND and Head of Learning teams work with students and their parents/carers to investigate the reason for the behaviours that warranted a Red Alert and plan for improvement.

Sanctions will be issued for students whose defiance behaviour resulted in a Red Alert. See detentions.



## **5.7 Damage to college buildings and facilities**

The college buildings and facilities are an outward expression of the pride students and staff feel for the college itself. Everyone is responsible for ensuring that there is no litter; that rooms are left tidy and clean – ready for the next people to use; that any damage/breakages are reported immediately. There is zero tolerance of graffiti. Where there is intentional damage, or damage caused by careless behaviour, the consequence may include the person(s) responsible being asked to pay for the cost of repair or replacement and may also include community service.

### **5.7.1 Toilets**

To ensure safe and appropriate use of the toilet facilities the following measures are in place:

- Staff will regularly check the toilets during break times and the college day
- There should be no more than two students in a toilet block at any one time
- There should be no more than one student in a single cubicle at any one time
- Students are required to use the toilet facility and wash their hands before leaving immediately
- Students should report misuse, damage or poor behaviour in toilet blocks immediately to a member of staff
- CCTV is used in the toilet blocks but not in view of the toilet facility
- Only year 7 and 8 students are permitted to use the toilet facilities located in the technology block foyer next to the KS3 Heads of Learning office.

## **5.7 Movement around college**

### **5.7.1 During lesson time**

No student should be out of class without permission from a member of staff and no student should be out of class not wearing their blazer. Permission will be logged on Class Charts and/or a out of class lanyard will be worn by the student. Teachers will also log a student's use of a 'Pass out of class' to indicate they are not in the classroom and for the receiving member of staff to know the student is expected. Sixth form students will wear a lanyard to identify who they are at all times.

Students should be encouraged not to leave lessons to visit the toilet. This is to ensure maximised learning time and to safeguard students who are not supervised leaving lessons. Only one student should be allowed out at a time, unless use of a pass out of class is used. If a student is allowed to visit the toilet, their absence from the classroom will be recorded on Class Charts.

Students with a yellow, medical or toilet pass out of class will be given permission to leave the lesson for their appropriate use. The teacher will record the use of their pass out of class on Class Charts.

'Pass out of class' are issued sparingly with good reason to support students through adjustments and interventions to help support and address their need. For example, this may include passes to inclusion, the sensory room, the SEND department. If a student uses a pass this will be indicated on Class Charts, the student will have a physical pass and their absence from the lesson will be recorded immediately on Class Charts. If a student is deemed to misuse a pass out of class, this intervention will be rescinded.

Classes moving around the college should always be 'crocodiled' by the teacher in order to maintain high levels of safety and ensure no disruption to any other classes' learning.

### **5.7.2 Between lessons and break times**

Students are expected to move sensibly and calmly around the college, keeping to the left and allowing others through doors as appropriate.

It is usual for staff and students to greet each other in the corridors: e.g. saying 'Good morning'. Staff encourage/praise students for being polite and courteous - opening doors, offering to help carry books etc. Good relationships are essential as they underpin achievement throughout college.

Students should not use mobile phones between lessons as the college is a mobile free college at all times. Students should use toilet facilities during their break times.

### **5.7.3 Crossing the college site**

Students are expected to walk only through the subway when crossing the college site to get to lessons on the 'other sides'. Students should keep to one side of the subway and the correct side of the steps leading to and from the subway by following the signs.

Students are expected to follow the Green Cross Code when crossing the road between the two sites (Think; Stop; Look and listen; Wait; Look and listen again; Arrive alive). Patrollers also monitor students moving across the road. Students should look to the patrollers to listen to and follow any instructions immediately. No student should use their mobile phone whilst crossing the road - we consider movement across the road during the college day to being 'on site' and therefore mobile phones should not be visible.

Parents/carers are required to not park on the pavements directly outside the college gates as this obscures vision and increases risk to all of our college community. No one should park on the double yellow lines outside of the college for the same reasons.

Staff and visitors are not permitted to leave the college premises for 10 minutes during lesson change over and for 15 minutes at the end of the day. The barriers should not be moved by anybody, until the patrollers move them to indicate the end of the driving curfew out of the college gates.

### **5.7.4 Break times**

Students should engage in active play and ball games in designated areas only and follow all requests and instructions from staff. Each year 7-11 have an allocated section of astroturf to use and year group colour football. Students must only use their year group area of astroturf. No food is permitted on the astroturf.

Most minor misbehaviour will be dealt with through a conversation with a member of staff and reminders about college expectations. Students should follow requests/instructions from any member of staff immediately and without question. For example, this could be to pick up litter; to leave the Green Tree Restaurant; to move to a named area; to remain with the staff member for the duration of their duty or breaktime.

If a student repeats a minor misbehaviour, ignores instructions from staff or misbehaves in a more serious fashion then the student should be sent straight to PLR. Staff will log this on Class Charts as a 'Break time PLR'. If the incident is serious another member of duty staff should be called to assist. Duty staff will wear a high-visibility jacket 'Red Alert' email should be sent including details of what has happened.

If the misbehaviour is serious enough to warrant a more serious sanction than losing the remainder of that break, the student may be issued a higher level sanction such as community service, an after college detention (ACD), Headteacher's detention, break time detention, full day in PLR, suspension or permanent exclusion.

### **5.7.5 Outside of college premises**

The college will sanction students for misbehaviour outside of the college to such an extent as is reasonable.

Where a student is involved in 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 college, the behaviour will be sanctioned in much the same way as if it were in college. When there has been witness to poor behaviour or reporting of it to the college, the reputation of the college is likely to have been jeopardised and a sanction for bringing the college into disrepute would likely to be an example of the reason for a suspension or exclusion.

Where a student is involved in suspected criminal behaviour the college will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented on CPOMs, and the college will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the college will work with the police to ensure any further action taken to sanction a student does not interfere or conflict with any police action taken.

The college collaborates with local authorities and local transport companies to promote good behaviour on public transport.

Conduct outside the college premises, including online conduct, that the college might sanction students for include (not exhaustive) misbehaviour:

- when taking part in any college-organized 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.

### **5.8 Allegations made against staff**

All allegations made against staff will be taken seriously and investigated quickly in a fair and consistent way that supports the person who is the subject of the allegation as well as the student.

- Every effort will be made to maintain confidentiality while an allegation is being investigated.
- There is an assumption that staff have behaved reasonably unless or until proved otherwise. Suspension will not be used as an automatic response when an allegation has been reported.
- Allegations of a safeguarding nature regarding staff are reported to LADO. See Safeguarding Policy (<https://www.nacollege.devon.sch.uk/safeguarding-2/>) and Code of Conduct (<https://ivyeducationtrust.co.uk/trust-policies/>).
- Disciplinary action will be taken against students who are found to have made malicious allegations against staff. A student who makes a false and malicious allegation may be suspended.

## 5.9 Anti Bullying

Newton Abbot College is committed to providing a caring environment for all students so they can experience college life in a secure and safe environment. Bullying of any kind is unacceptable. If bullying does occur all students should be able to tell someone and know that incidents will be dealt with promptly and effectively according to these guidelines. Bullying can affect everyone, not just those directly involved, but also those who witness incidents. No one person or group whether student, staff or any other adult should have to accept this type of behaviour.

This policy, aimed at students, parents/carers, staff and governors, outlines types of bullying, how bullying can be recognised and the methods used to support victims in dealing with issues as effectively as possible. However, on occasions and at our discretion, it may be necessary to deviate from the policy, given the individual circumstances.

### 5.9.1 Definition of bullying

**Bullying can be described as:**

- Deliberately hurtful behaviour usually repeated over a period of time.
- An imbalance of power which often results in a person feeling unable to defend or protect themselves.
- A conscious desire to hurt another person placing them under stress/duress.
- Refusal to recognise responsibility for clumsy social interaction.

### 5.9.2 Types of bullying

- Physical:-
  - Punching, kicking, spitting, tripping, biting, hitting, pushing and any other uninvited physical contact and theft.
  - Emotional/Psychological:-  
Being deliberately unfriendly - ostracism - leaving someone out of conversation/activities, threatening gestures, tormenting, theft, hiding or damaging personal belongings, spreading rumours. Most students involved in bullying will experience emotional distress to some degree.
- Verbal:-
  - Spreading rumours, name calling, sarcasm, verbal threats (including messages sent by e-mail, text, social networking). Direct calls using mobiles or landlines including anonymous calls.
  - Cyber:
    - Unacceptable use of technology to intimidate, threaten, harass or frighten typically via email, texts, social networking sites eg Facebook, Instagram, Snapchat, mobile phone (including camera/filming facility) both on and off college premises and outside college time.
- Child on Child abuse:
  - Harmful Sexual Behaviour: Sexually abusive comments, unwanted or inappropriate advances, gesture or contact of a sexual nature, gossiping about someone's sexuality, promiscuity
  - Inappropriateness/invasion of personal space designed to threaten, humiliate or coerce. Inappropriate use of webcam/camera facilities, filming, sexting, altered images.
  - Comments against pregnant students.
  - LGBT (Lesbian, Gay, Bi-sexual, Transgender) related: Anything related to negative student perception of themselves and their sexual orientation including transsexuality and gender reassignment issues.
- Racist:-
  - Any action or remark about ethnicity, religion, culture, racist taunts, threats or gestures.
  - Gifted and Talented:-

- Negative references based on perception of high level of ability or effort regarding high achievers.
- SEND:-
  - Negative stereotyping
  - Students are excluded from activity or subject to discrimination
  - Treated less favourably than others
  - Physical/mental health issues leading to discrimination

### 5.9.3 Friendship issues and bullying

- Bullying is not falling out between friends after a disagreement, quarrel or argument (though in some cases this can lead to bullying).
- Bullying behaviour is not teasing between friends without intention to cause hurt. Coercion / persuasion can be subtle and result in pressuring someone to do something they don't wish to.
- Friendships are complex and occasionally there are changes to friendship groups that can be temporary or permanent. It is worth bearing in mind that some issues experienced by students are sometimes done without deliberate intention, that is a person has not realised how damaging their comments, use of language or actions have been.

### 5.9.4 Reporting bullying

Students who are or think they are being bullied should:

- Tell someone straight away 'If you want it sorted, get it reported'
- Be heard and understood
- Be proud of who they are – it's good to be an individual.
- Remember – it's not their fault.
- Try not to retaliate, this can make the situation worse.
- Be assertive and walk away.
- Be confident in the college's ability to deal with the situation.
- Keep a record of the incident.
- Remember to use 'Confide' (college on-line reporting system) if appropriate.
- Be offered support during and after the incident to be helped to seek solutions and feel empowered throughout the process.

Observers, witnesses and bystanders should:

- Take action, keep yourself safe, get help.
- Not stand there watching, as this makes the person being bullied feel worse. It can appear that you are siding/encouraging the bully.
- Report what you have seen to an adult (use 'Confide' if appropriate)
- If asked to write a statement – be honest and clear.

Students who engage in bullying behaviour should:

- Be heard and understood.
- Be enabled to understand the other person's point of view or situation.
- Be helped to learn to behave in an appropriate way so no further harm is caused.
- Have learning programmes and opportunity to develop their emotional skills and knowledge (use of anti-

bullying materials).

- Be aware of any necessary sanctions that may need to be imposed working in conjunction with parents/carers.

The whole college community should:

- Challenge any behaviour considered to be of a bullying nature.
- Be clear about the anti-bullying stance the college takes.
- Celebrate the success of our anti-bullying work.
- Ensure that all members of the college community understand their role in challenging and reporting bullying incidents and the rights of every individual to feel safe.

Parents/carers should: Take the initiative and remove/block platforms/technologies to protect their child from receiving continued bullying.

- Inform their child's tutor/Heads of Learning of any concerns by contacting the college either on the phone or by email. If it is urgent a phone call is advised.
- Note any unusual behaviour and unexplained illness.
- Remain calm.
- Advise their child not to fight back or retaliate.
- Explain to their child that the situation is not their fault.
- Reassure their child that they will be listened to and supported.
- Play their part in regulating their child's behaviour when not on college premises or in college time including monitoring their child's use of social media.
- Recognise the impact that such behaviours have within the learning community.
- Work collaboratively with college staff to resolve any issues that impact on learning in a negative manner.

#### **5.9.5 Educating and promoting anti-bullying messages**

There are a variety of ways in which the college communicates its anti-bullying messages. This includes, (but is not exhaustive):

- Assemblies
- Tutors in tutor time
- Values curriculum
- All subject areas
- Student Voice/Student Council
- Inclusion, Heads of Learning, Study Centre/Library, SEND
- Designated staff including Tutors.
- Heads of Learning and Patrollers.
- Behaviour for Learning (B4L) processes and procedures
- Student Leadership – Prefects, Anti-Bullying team; Buddies.



### 5.9.6 Dealing with bullying

Instances of bullying vary immensely and are therefore dealt with on an individual basis, supported by evidence that is available. Where possible staff will endeavour to find first hand evidence that backs up the allegations, allowing the issue to be dealt with quickly and avoiding any further unnecessary distress for the victim.

### 5.9.7 Guidelines for mediation and the tutor's role

- The member of staff witnessing or being told about the incident(s) will record all information on CPOMs promptly and thereby inform the student's tutor and the Heads of Learning.
- Bearing in mind the immediacy of certain situations, gather names of possible witnesses.
- Staff should be aware at all times of child protection issues.
- Confidentiality should not be promised.
- The tutor will then make a decision, as to whether the incident can be classed as bullying or not. If bullying is deemed to have taken place the incident will be passed onto Heads of Learning. Otherwise, it should be dealt with by the tutor.

When interviewing the students staff will:

- Listen objectively to what is being said.
- Encourage students to share what they are feeling. Ascertain who has been involved, including bystanders.
- Discuss with the victim(s) what they would like to see happen and arrangements for the future.
- Offer coping/preventative strategies if appropriate.
- Discuss reparation/compensation if property has been damaged/destroyed.
- Set a realistic timescale for investigating and reporting back to the victim(s) if appropriate.

The following approaches may be used as appropriate:

- Trying not to apportion blame, but rather approach the students in a non-confrontational manner with the emphasis on problem solving.
- Explaining you would like to talk to the students(s) as you are aware the student has been unkind to/causing problems for (name of victim). Asking the student(s) if they know how (name of victim) is feeling right now.
- Explaining that the bully(ies) bystanders are responsible for those feelings and this is not acceptable.
- Asking for suggestions to help the victim(s) feel better and to help solve the problem.
- If appropriate, arranging to see students again to see how things have improved.
- Inform relevant Head of Learning
- Contacting the parents/carers of those students involved, if appropriate.

If the bullying persists, this strategy may be combined with other positive interventions and targeted actions such as:

- Peer mentoring
- Peer mediation
- Buddying
- A class/tutor group change after discussions with all involved
- Support from external agencies, e.g. NSPCC, Childline, Circle of Friends/Social Skills workshops
- Whole college anti-bullying week as the beginning of an on-going campaign
- The appropriate encouragement of peer disapproval
- Restorative work
- Counselling.

Any sanctions invoked following the incident(s) will be in line with the college's behaviour policy. If necessary by liaison/negotiation with Heads of Learning/MLT: removal from a group; Headteacher's detention; withholding participation in college events which are not an essential part of the curriculum; internal/external exclusion; Police involvement.

This Anti-Bullying approach references Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>) and all protected characteristics. At Newton Abbot College no one person or group, including staff, should accept bullying behaviour.

### **5.10 Child on child abuse**

Newton Abbot College aims to reduce the likelihood of child on child abuse through;

- the established culture of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate Values (PSHE) curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- clear graduated response to incidents of Harmful Sexual Behaviours
- clear systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed; and
- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose child on child abuse and that, if they do, it is likely to be to their friends. Therefore, Newton Abbot College also educates students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the college and what services they can contact for further advice.

Any concerns, disclosures or allegations of child on child abuse in any form should be referred to the Designated Safeguarding Lead (DSL) using Newton Abbot College's child protection procedures as set out in the Child Protection and Safeguarding policy. Where a concern regarding child on child abuse has been disclosed to the DSL, advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the college will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

## 6.0 Praise and reward

Students are encouraged to recognise that the greatest reward for hard work at college is the success it brings in examinations and in life. Normal college expectations not only equip students with the good learning habits necessary to reach their full academic potential but also the soft skills (attendance, punctuality, presentation, leadership and team-working etc) required by employers, universities and colleges.

In order to 'set the scene' for the promotion of the positive learning environment, students

- are punctual to lessons
- are dressed in full uniform
- are met and greeted by staff
- enter the classrooms as soon as they arrive and sit according to a seating plan
- take out all equipment and place it on the desk at the start of the lesson
- engage in the 'Do Now' starter activity while the register is taken

## 6.1 Rewarding conversations

Research both within and outside of the college has shown that students' preferred reward is to be told that they are "getting it right", therefore what is said and how it is said has a big impact on them. It influences how they perceive the relationship between themselves and the teacher, which in turn affects their commitment to learning. The following strategies are used by teachers in the college to help to create a positive learning climate.

Teachers will:

- Smile and use open body language as you welcome students into the classroom.
- Over time, teachers will try to notice and say something positive about every student.
- Make eye contact with students, especially when they are answering questions. Use polite language to model the tone of responses you expect.
- Use students' names frequently in affirmative ways, for example "Tom gave two of the really important points in that answer and backed each with an example".
- Try to keep your voice pitched low and avoid shouting.
- Use praise frequently, but not indiscriminately. Reward progress towards and achievement of targets. Students value praise if it is clear that it is deserved.
- Encourage students to be supportive of each other, to listen and respond with respect. For example, by using structures such as "I agree with Tom that ... however I think that ..."
- Avoid putting students on the spot. Use strategies to ensure students feel 'safe' to answer - for example, extending waiting time (try to count to eight before expecting an answer); using 'think, pair, share'; prefacing challenging questions with "this is a really difficult question so I'm going to ask several people and then we'll construct a best answer together". Try to avoid telling students they are wrong. Students need to see mistakes as a vital part of learning.
- Avoid, "You're wrong again". Instead use, "You're a step nearer to the right answer". (Words like 'rehearsal' or 'trial' can be useful)
- Try to avoid appearing to blame students for their lack of learning.
- Avoid, "Put in bit more effort". Instead use, "OK, it's a little tricky at the moment. Which bit can't you do yet?"
- Other useful positive words and phrases:

When you finish... I know you can...

Which part didn't I explain well enough? I'm sorry, I should have made it clearer. What do we need to remember here?

OK, so you haven't quite mastered it yet.

Today you have a fantastic opportunity to show yourself how much you've remembered from the last module.

Your choice/it's up to you/you decide/That's right, isn't it?

## **6.2 Praise by tutors and Heads of Learning**

- Daily, tutors celebrate tutees
- being punctual to tutor time
- bringing all their equipment
- having perfect uniform
- demonstrating any of the college values

On a weekly basis tutors award their tutees an 'Excellent Week' award on Class Charts (10 points) for:

- 30 or higher Class Charts points in the week
- zero negative Class Charts points in the week
- top 10 in the year that week.

Tutors also award 'Excellent Punctuality Week' award on Class Charts (10 points) on a weekly basis for: zero late marks to lessons or tutor in the week

Each week every tutor will also nominate a 'Tutee of the week' who is celebrated in the year group assembly. Half termly, all students who were awarded 'Tutee of the week' are entered into a prize draw and the winner is drawn in the year group assembly at the end of term. The Head of Learning team will also nominate one student from each year group who will be awarded 'Student of the term'. This is also celebrated in the year group assembly.

Students will also be awarded for their leadership skills with Class Charts points. Examples of leadership responsibilities include:

- representing the college as a Sports Leader (5 points)
- helping at a college event, such as an open evening, college performance (10 points)
- being a student helper for the day (10 points)
- being a sixth form ambassador (10 points)
- mentoring students
- study centre/library monitors
- representing student voice in the college council - tutor group council, year group council and college council
- being a college prefect (25 points - termly). Prefects are also awarded prefect ties and badges

Newton Abbot Student Council takes the following structure in order to ensure all students are able to contribute their ideas/thoughts and solutions to what is raised and discussed.

- i) Tutor group student council – student voice is taken from each tutor group. All students involved.
- ii) Year group student council – student voice from the Tutor group student council is taken to the Year group student council. This is ideally 2 representatives from each tutor group.
- iii) College student council – student voice is taken from year group student council to the College student council. Ideally 2 representatives from each year group year 7-13.

### 6.3 Praise by subject teachers and learning coaches

Teachers and learning coaches will celebrate students demonstrating any of the college values during lessons by awarding Class Charts points.

Courage	Perseverance
Hard work	Achievement
Kindness	Respect
Pride	Aspiration

For instance, a student would be awarded Class Chart points for:

- Courage - when getting involved in the lesson; asking questions to learn; being positive when others are negative; embracing mistakes; volunteering; saying no to bullying; public speaking
- Perseverance - when being resilient; making a real effort; not giving up; being determined.
- Hard work - when focusing and learning to the best of their ability; listening well and answering questions thoughtfully
- Achievement - when producing outstanding individual work; making high level of progress
- Kindness - when helping another student learn; when sharing equipment; encouraging others in their learning
- Respect - when following teacher instructions immediately; always using kind words and language; allowing others to make mistakes/learn well without judgement; managing ones own behaviours or moods to ensure everyone can learn.
- Pride – excellent presentation skills; cooperating well and/or demonstrating excellent teamwork
- Aspiration - when leading the learning; asking questions to learn more/deeper understanding

Students will also be recognised with Class Chart points for their

- engagement in lessons
- handing homework in on time (5 points)
- producing excellent quality homework (5 points)
- punctual to lessons
- having all the correct equipment
- demonstrating excellent team work in lessons
- attendance at exam revision sessions (15 points)
- taking part in student voice (3 points)
- sixth form students receive Gold Awards which recognise the college values. These are awarded by all staff, notably class teachers, tutors and the Sixth Form Leadership Team (5 points). Gold Awards provide entry into a termly prize draw.

### 6.4 Phone calls home

Phone calls home inform parents/carers of good work, effort and behaviour and establish positive relationships between staff and students. Staff aim at holding positive/negative interactions on at least a 9:1 ratio

### 6.5 Postcards

Students, staff and parents/carers report that postcards are an appreciated reward. These are used by all staff to reward the college values, outstanding work, effort, behaviour, citizenship and improvement.

## 6.6 Praise at break times

Duty staff will award Class Chart points when students demonstrate any of the college values. Duty staff will carry tablet devices on duties to enter these Class Charts praise points.

Students are also awarded for:

- picking up litter
- attendance at an extra-curricular club (5 points)

## 6.7 Prestigious awards

There are a variety of awards presented at different times during the year. This is not an exhaustive list.

Weekly Assemblies - Praise and reward always feature as part of each weekly year group assembly. This will celebrate the tutees of the week and the 'top 10 Class Charts earners in the year group', 'Tutees of the week', along with any other praise that is due to individual students, teams, tutor groups, the year or college community. Half Termly Awards Assemblies (six times per year) – Tutor group of the half term and Head of Learning tutee of the half term.

Student of the Month - Students are nominated by staff for this award which is given for exceptional achievement. Nominations are discussed by the Senior Leadership Team and the winner is announced in assemblies. All nominees receive a letter of commendation from the Headteacher and the Student of the Month receives a certificate. A full citation is detailed in a frame and hung in the front corridor on the Exeter Road site.

Termly Awards Assemblies (three times per year). Termly awards collect 25 points ClassChart points.

'Team of the term' - nominated by all staff for a group of students who have exemplified exceptional teamwork.

'Values award' - nominated by all staff for students who have exemplified exceptional college values. Students also nominate peers for kindness awards. 'Head of Learning' award – nominated by the Heads of Learning for students who have exemplified overall excellent high standards and college values that Term.

Termly Headteacher's Commendation (25 points)- awarded to students who have zero negative Class Charts points.

Biannual subject achievement awards; best effort, best improvement and best attainment.

Pride of Newton Abbot College Award - awarded to students who have by their actions made the college especially proud of them.

The Community Award - awarded to a student or students who have supported others either in or outside of the college community

Within subject areas there are scheduled prestigious events such as the annual Sports Awards evening and the annual Arts Awards evening. The Helen Foundation Award for Creative Arts – awarded annually at the Annual Awards Evening to the student who has made the greatest endeavour in the arts.

Outstanding GCSE results awards – these are awarded to the highest achieving students each year. Leadership Awards; bronze, silver and gold awards

Sixth form 'Medallion Award'; bronze, silver and gold awards

## **6.8 Attendance awards**

Due to the sensitive reasons why a student may not have excellent attendance, through no fault of their own, it is important as a college we take care when celebrating excellent attendance.

The very nature of excellent attendance will mean that students are rewarded for their efforts, attainment and achievements.

All students are, however, rewarded and praised for excellent punctuality.

This is celebrated through weekly punctuality class chart awards.

## **6.9 ClassCharts points**

All rewards are recorded on Class Charts as follows and the points are totalled regularly for students to see and spend. Teachers will record Class Charts praise points as close to the 'event' as possible. Class Charts points can be spent by students on a variety of prizes, such as Year 11 Prom tickets; Jump the queue cards; stationery are available in the Class Charts shop. Students are required to collect their rewards from the 'Resources' department, situated next to the Study Centre/Library at break times the day after their order was made.

Awards link to our college values as follows:

Courage	Perseverance
Hard work	Achievement
Kindness	Respect
Pride	Aspiration

Class Charts points can be spent on items from the Class Charts shop in their own time. No purchases should be made during lesson time. Students are limited to 5 purchases at a time, for example limited to 5 pens in one purchase. Items purchased during lessons or are excessive will not be distributed and points may be lost.

## **7.0 Sanctions**

### **7.1 Detentions**

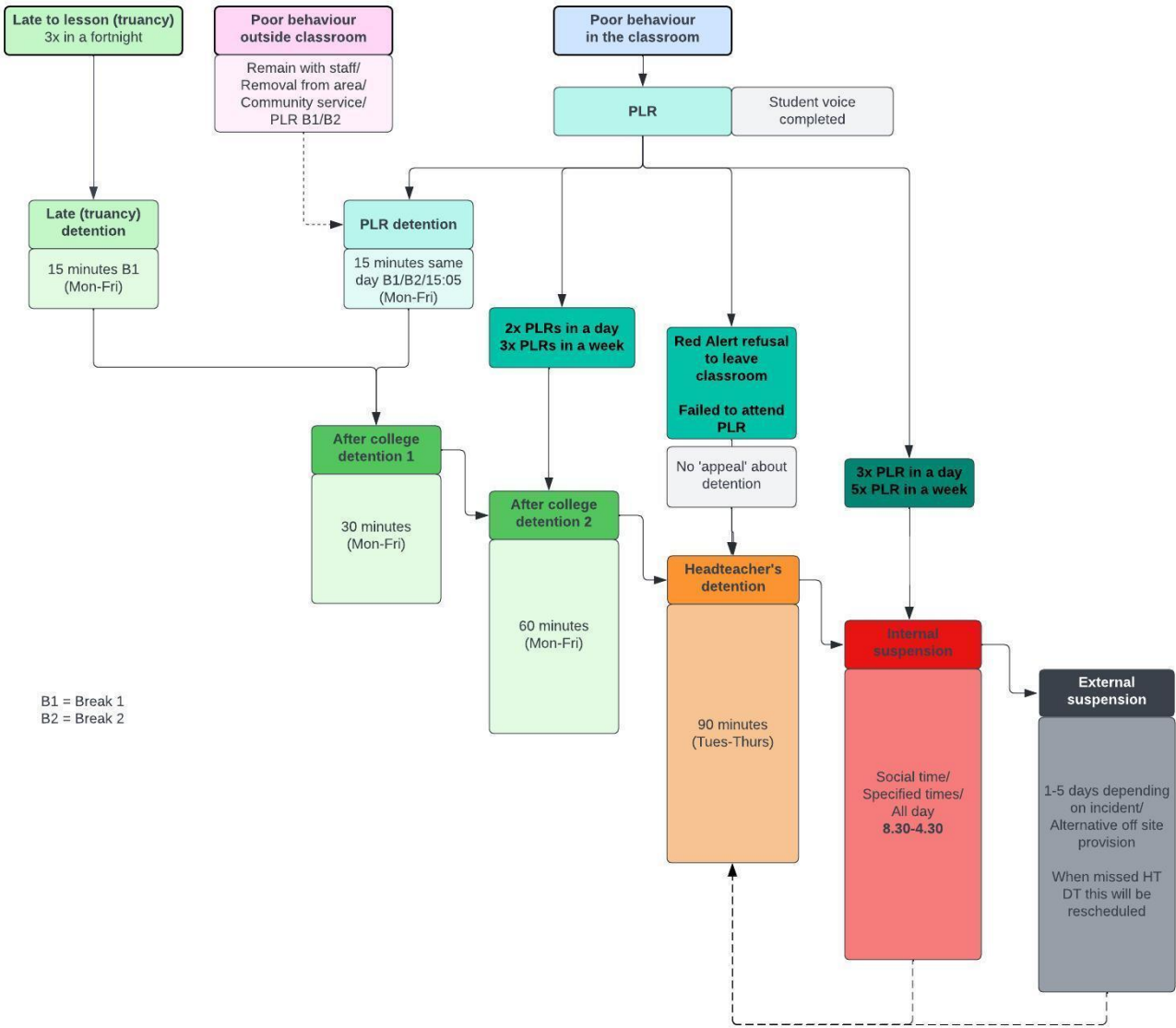
There are systems for sanctioning poor behaviour in social time and after college detentions for poor punctuality; defiance and missed homework.

Detentions occur on a sliding scale of time duration to encourage students to take responsibility for owning their poor behaviour and addressing it quickly. Protected Learning Room, After college and Headteacher detentions are typically held where there is access to computers so that students can easily make use of this time to complete missing homework or continue to study using the college VLE. These detentions happen at the end of the college day, starting when the student arrives at 15.05. Lates detentions and PLR detentions arising from p1-4 lessons occur at break times, unless escalated due to failure to attend.

Students who failed to attend a detention will be escalated up the sliding scale. Should a student fail to attend a Headteacher's detention, they will be issued an internal suspension as close to the failed Headteacher's detention as possible.

Detentions are communicated by the teacher to the student and are also recorded on Class Charts so students and parents/carers can ensure that the student arrives at their detention.

Students are silent during detentions and should remain focussed on their work or reading during the detention.





## 7.2 Use of suspension/exclusion

Newton Abbot College has adopted the Department for Education Department for Education '[Revised behaviour in schools guidance and suspension and permanent exclusion guidance: government response to consultation](#)' September 2022 and the Devon County Council guidance.

Good behaviour in college is essential to ensure that all students benefit from the opportunities provided by education. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary. Suspensions and permanent exclusions are essential behaviour management tools for the college to establish high standards of behaviour and maintain the safety of our college community.

The college will endeavour to avoid suspensions and permanent exclusions through use of supportive measures such as use of Inclusion support; pastoral care through Tutors and Heads of Learning; counselling; working with parents/carers; Early Help; as well as other sanctions and the Protected Learning Room.

Under the Equality Act 2010, the college will make reasonable adjustments to any provision, criterion or practice to acknowledge our legal duty to make 'reasonable adjustment' to practice and policy for children with SEND/EAL and so they are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of the behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism.

Teachers will seek to identify the underlying cause of behaviour (for example unmet need) and put in place measures to address the cause, to prevent the behaviour from reoccurring.

Students and staff must be given equal opportunities and education must meet the needs of all students. The protected characteristics are marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age. Internal suspensions will be recorded on Class Charts which automatically informs parents/carers of the internal suspension taking place. This typically is in the Protected Learning Room, however may also be with a Senior Leader or Head of Learning in some instances. Students may also undertake an internal suspension at another local college, usually within the Ivy Education Trust when internal suspensions at Newton Abbot College are not appropriate.

If the headteacher is to permanently exclude a student, they will, without delay, notify the local governing body, the CEO of the Trust and the local authority of:

a permanent exclusion; external suspensions which would result in the student being suspended for more than five college days or more than fifteen days in a term; and suspensions which would result in the student missing a public examination

The process governors follows when considering a permanent exclusion will follow the statutory guidance: Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' January 2022 (<https://www.gov.uk/government/publications/school-exclusion>)

The behaviours listed overleaf (but not limited to) may result in an internal suspension (held within the college), and external suspension (student is required to remain at home) or, in extreme or repeated circumstances, a permanent exclusion. (This is anon-exhaustive list.)

### **7.3 External suspensions**

- When a student is externally suspended the college will notify parents/carers without delay following the decision.
- The college will seek to make phone contact in the first instance.
- A letter will be sent home to parents/carers outlining the reason for the suspension and the duration.
- A reintegration meeting is organised for when the student is due to return to college.
- Students are required to complete work using the college VLE accessed through the college website, which aligns to the curriculum in mainstream lessons.

### **7.4 Reintegration meetings**

- Reintegration meetings are held on the return of the student to college. They are meetings involving the college, the student and parents. If relevant, other agencies may be also present.
- The college will consider what support is already in place and what support is required to help the student return to mainstream lessons and meet the expected standards of behaviour.
- Expectations of conduct on return to college will be explained in the meeting.
- A reintegration form will be completed and signed by the student, parent and college.

### **7.5 Permanent exclusions**

Only the Headteacher can permanently exclude a student and in their absence this falls to the Deputy Headteacher.

For any permanent exclusion, the college will take reasonable steps to ensure that work is set and marked for the student during the first five college days when the student will not be attending alternative provision.

The Governing Body will be required to follow the latest DfE guidance and set up a Disciplinary Hearing to review the Headteacher's decision to permanently exclude a student

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

Prior to the hearing, the college will provide a body of evidence stating the reason/s for permanent exclusion. For more detailed information please see our Exclusions Policy

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

### **7.6 Behaviours which may result in suspensions/permanent exclusions**

(This is a non-exhaustive list.)

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspension/ Exclusion code	Behaviour	Includes as examples (not exhaustive)
PA/PP	Physical assault against a student or an adult	violent behaviour or fighting wounding obstruction and jostling unnecessary physical contact that is aggressive or controversial in nature
VA/VP	Verbal abuse/threateni ng behaviour against a student or an adult	threatened violence/aggressive behaviour swearing directly at a member of staff homophobic, or racist abuse/harassment and discriminatory verbal intimidation carrying a dangerous/offensive weapon making false/vexatious allegations towards a member of the college community threatening or intimidating behaviours online
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the college site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon prohibited items include smoking and vaping paraphernalia
BU	Bullying	verbal physical homophobic bullying racist bullying bullying behaviours online or in person
RA	Racist Abuse	Verbal Physical Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti Bullying behaviours online or in person
LG	Abuse against sexual orientation and gender identity	verbal physical bullying behaviours online or in person Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment

DS	Abuse relating to disability	Verbal Physical Bullying behaviours online or in person Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
SM/HSB	Sexual misconduct & Harmful sexual behaviour	sexual abuse/assault/harassment sexual bullying sexual graffiti inappropriate online behaviours of a sexual nature child on child abuse
DA	Drug and alcohol related	possession of illegal drugs inappropriate use of prescribed drugs drug dealing smoking including possession of/use of vapes alcohol abuse substance abuse
DM	Damage	damage to college or personal property belonging to any member of the college community vandalism/arson/graffiti
TH	Theft	stealing college property stealing personal property (student or adult) stealing from local shops (bringing the name of the college into disrepute) selling and dealing in stolen property
D	Persistent disruptive behaviour	challenging behaviour (refusal to cooperate) disobedience (defiance) persistent violation of college rules raising fire alarms falsely truancy
	Bringing the college into disrepute	poor behaviour in a public place attempts to damage the reputation of the college poor behaviours witnessed by members of the wider community any online behaviours that risk the reputation of the college

MT	Inappropriate use of social media or online technology	bullying, harassment, hate crime, intimidating or simply intending to cause annoyance, inconvenience or needless anxiety online sharing photographs/videos of adults or students without permission (with or without intent to cause distress) attempts to damage the reputation of the college inappropriate online behaviours of a sexual nature, such as sharing of indecent or sexual images breaching of cyber security or hacking Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other students or adults, or any other deliberate breach of public health protective measures which the college has adopted.

### 7.7 Behaviours which may result in permanent exclusions

This is not an exhaustive list, but examples of when a permanent exclusion from college will always be considered:

- supply of illegal substances
- possession of certain banned items on the college premises (eg weapons)
- violent conduct towards any member of the college community
- false and vexatious allegations towards members of the college community
- seriously bringing the college into disrepute
- persistent breaches of the college expectations when other interventions and sanctions have failed to correct behaviour.

### 7.8 Screening, searching and confiscating students without consent

Ensuring college staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps colleges establish an environment where everyone (staff and students) is safe. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Colleges and our staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working together to safeguard children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>) . Keeping children safe in education ( <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) makes clear that all college staff have a responsibility to provide a safe environment in which students can learn.

Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student he or she may be searched (clothing and bags as appropriate) by a member of staff with or without consent. Searches without consent should be carried out by staff of the same sex as the student being searched and the second member

of staff will, if possible, also be the same sex as the student being searched. A metal detector wand may be used to aid students their right to expect a reasonable level of personal privacy.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children’s social care services.

Under common law, college staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Staff must be authorised by the Headteacher to conduct a search without consent. Currently the following staff are authorised to lead searches: Heads of Learning and members of the Senior Leadership Team.

Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the college. Weapons, illegal drugs and extreme pornography will always be handed over to the police. Otherwise the college will decide if and when to return other items.

Staff authorised to do so may use reasonable force to execute a search if deemed appropriate to search for any prohibited items.

Staff should record searches on CPOMs

- the date, time and location of the search;
- which student was searched;
- who conducted the search and other adults or students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The college is increasingly working with, and having greater presence of community agencies in college, such as local police. Whilst they are present in the college and build up relationships with the college community, they may also be involved in searches and screening of students using their own resources, for example, a police dog, to ensure the safety and protection of our college community. The decision to use these resources will be made within the context of the wider local community and the priority given to identifying if prohibited drugs have been brought into the college community.

The college follows the DfE guidance for searching, screening and confiscation.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **7.9 Smoking and vaping**

The college educates all students about the risks of smoking and vaping through assemblies, tutor time and subject curriculums, such as in Science and Values.

The college will make staff aware of what vapes look like and could be used to exploit the most vulnerable students as is the case with other age restricted products such as tobacco and alcohol.

Students will be searched and scanned with metal detector wands for possession of smoking and vaping paraphernalia when suspected to be in possession.

The college will ask where the student got possession of the smoking/vaping paraphernalia. Where the college has

knowledge of vapes that have been purchased by under 18s, a complaint will be reported to trading standards. Where the college is informed a student is addicted to smoking/vaping, they will advise the parents/carers to make an appointment with their GP and refer the student to the School Nursing Team. Sanctions in loss of free time/internal and external suspensions will be issued to a student defiant of college rules. All confiscated vaping and smoking paraphernalia will always be disposed of.

### **7.10 Confiscation of a student's property**

Students are asked not to bring items of value as the college does not accept liability for items damaged or lost whilst students are at college. College staff may, as appropriate, confiscate and retain or dispose of a student's property where the item(s) are banned or where their use is disrupting learning and/or good order.

Electronic devices such as mobile phones are dealt with specifically under separate guidelines. These are banned for use within college buildings unless individual permission has been given. See previous 'mobile phones'.

Confiscated items such as jewellery or non-uniform items of clothing are kept securely where it is possible to do so and may be returned to the student or the student's parent/carer within a reasonable timeframe. Staff will use a brown envelope to confiscate items that are not part of our policy, e.g. earrings, nose studs, jewellery, black logoed socks, hoddies. Full student name, teacher initials and date will be written on the envelope and handed to the Head of Learning office as soon as possible. Students will sign to confirm that they have collected the item(s) and that they understand the college uniform policy. Subsequent offences will result in the confiscated item(s) being required to be collected by a parent. Persistent offences will result in a consultation with parent/carer to put in appropriate strategies to support. For example, leaving the item(s) at home.

### **7.11 Use of reasonable force**

All members of staff have the legal power to use reasonable force where necessary. Force may be used to control students and/or to restrain students.

For example: force may be used:

To remove disruptive students from a classroom or incident when they have refused to leave

To prevent a student leaving a room or incident where allowing them to leave would put them at risk or lead to behaviour which disrupts the learning of others or endangers their safety

To stop a fight or to prevent a student attacking another person

To restrain a student who is at risk of harming themselves through physical outbursts

To prevent damage to property

Force cannot be used as a punishment. Staff must record the details of any incident involving the use of force and report the matter at the first opportunity using normal college procedures.

## Review Summary

Adopted	Sept 2023
Review Cycle	Annual
Last Review	May 2023
Next Review	July 2024

## Revision History

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
Nov 2021	Revised and re-written	LRI	Nov 2021	Summer 2022
Oct 2022	Revised and re-written	RBL	Nov 2022	Summer 2023
April 2022	Revised and re-written	RBL	May 2023	Summer 2023
Sept 2023	Revised and re-written	RBL	Sept 2023	Summer 2024

This policy is based on advice from the Department for Education (DfE) on:

Department for Education '[Revised behaviour in schools guidance and suspension and permanent exclusion guidance: government response to consultation](#)' September 2022

Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' January 2022

The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

DfE guidance for searching, screening and confiscation

Other key policy documents referred to and includes signposting to:

Staff code of conduct

<https://ivyeducationtrust.co.uk/wp-content/uploads/2022/07/IET-Staff-Code-of-Conduct-June-2022-final-adopted.pdf>

Attendance policy -

<https://nacollege.devon.sch.uk/wp-content/uploads/2022/12/Attendance-Policy-2022.pdf>

Teaching and learning policy

IT agreement

Safeguarding and Child Protection policy DSEN policy -

<https://nacollege.devon.sch.uk/wp-content/uploads/2022/12/SEND-Policy-2022-Final-1.pdf>