



COMBERTON VILLAGE COLLEGE & SIXTH FORM POSITIVE BEHAVIOUR POLICY - 2024-25

Committee:	Teaching and Learning
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1. **Rationale**

We wish to encourage and develop behaviour of the highest possible standard allowing pupils to feel they belong, to feel that they are safe and to be motivated because they know that they are progressing and learning.

Outstanding behaviour does not occur in isolation but is founded on key inter-related approaches each of which needs to be developed in conjunction with the others. They are:

- A positive school culture taught to pupils through assemblies, the PSHE and RSE Ground Rules, tutors explaining the School Code of Conduct, consistent promotion and modelling by all staff in and outside of lessons and through actions directly linked to the 3 C's (Caring, Confident and Capable), actions which are easily memorable, and which are encouraged in pupils so pupils form good habits, habits then forming culture. The development of excellent relationships between staff, pupils, and parents.
- Outstanding teaching and learning based on a great curriculum model, high expectations, continuous professional development, as well as staff having a deep knowledge and understanding of a wide range of classroom behaviour management techniques.
- A 'bedrock' of effective, reactive whole school and departmental behaviour systems which staff are comfortable to use if needed, and which pupils are not surprised by if their behaviour demands more punitive consequences.
- Finally, for a small group of children, who are children first and foremost, but through circumstances outside of school bring incredible challenges into the classroom, there needs to be individual and specific support in place which does not lower expectations or accept 'excuses' but demanding a particularly high level of communication between professionals.

The Positive Behaviour is continually measured for effectiveness through an annual staff survey, weekly and half termly reviews of 'Event Records'.

2. **Code of Conduct**

Our Code of Conduct states our values regarding good and proper behaviour. It underpins our Positive Behaviour policy. (See appendix 1 for reference)

3. **The use of rewards and sanctions**

Staff will use both rewards and sanctions as appropriate to encourage and develop good behaviour. The aim is always to encourage positively through appropriate rewards. However, sanctions will also be used as required. Where appropriate, the school will involve restorative justice as a means of modifying behaviour and building positive relationships between all members of the community. This in most cases will be carried out in conjunction with a school sanction. The school data management system (Bromcom and its' event records) and other available technology/software will be used to both collate and communicate to students and families.

Rewards

Staff have a range of positive rewards to encourage good behaviour. These include:

- Verbal Encouragement Positive, written Feedback
- Department stamps (for use in student workbooks)

Merits linked to the 3 C's – through BromCom behaviour system
 E-Postcards – through Bromcom Behaviour system
 Communication home – email/phone
 Weekly Breaktime Food Pass – Merit reward
 Weekly Lunchtime Food Pass – Uniform reward
 Weekly 'voucher' draw for those demonstrating improved behaviour through Bromcom points
 Monthly Tea and Cake with the Principal – E-Postcard reward
 Comberton extra shirts
 Comberton Blues
 Principal's awards
 Deputy Principal's award Head of Year award Effort and progress awards Commendations Prizes

They can all have their role in developing good behaviour and creating a positive and caring ethos that encourages learning.

Rewards Summary & Definitions

Recognition or reward	Typically given for	Given by
Verbal Encouragement	Full range - politeness through to high standards of attendance/progress/achievement	All staff
Positive written Feedback	Full Range – progress and achievement. Is likely to be directly on student work.	Teachers and TAs
Department stamps/stickers for use in student workbooks	Similar to written feedback.	Teachers and TAs
Merits – through Bromcom Behaviour system	These can be awarded in and outside of the classroom following examples of: Caring – Many acts of kindness everyday Confident – Building people up, not putting them down Capable – Trying and the trying again	All staff
E-postcards – through Bromcom Behaviour system	An electronic communication in the form of a postcard, which allows College staff to personalise the acknowledgement.	All staff
Communication home – email/phone	For service/academic progress and achievement/positive behaviour and conduct.	All staff
Weekly Breaktime Food Pass	Weekly draw within tutor groups based on merits	Tutors and Year Teams

Weekly Uniform Food Pass	Weekly draw within tutor groups based on uniform	Tutor and Year Teams
Monthly 'Cake and Conversation' with the Principal	Monthly draw within year teams based on E-Postcards	Heads of Year
Comberton eXtra shirts	Dedication towards completion of 20 key tasks – carer/performer/volunteering. See Comberton eXtra shirt policy for further detail	Overseen by NC Monitored by tutors
Comberton Blues	Achievement in Sport	NC
Principal's awards	For 1 and 1* on full and interim report	Overseen by HOY
Deputy Principal's award	For no more than two level 2s	Overseen by HOY
Head of Year award	more 1/1* then 2s	Overseen by HOY
Effort and progress awards	For notable improvements on either aspect from full/interim report.	Overseen by HOY
Commendations	Subject specific nominations for a range of strengths impacting on progress and achievement.	Overseen by HOY Nominated by Teaching staff
Prizes	Awarded for a range of positive outcomes.	HOY/HOD

The reward being issued is not sequential and does not require a student to complete prior steps before progressing to the appropriate outcome.

- Verbal encouragement. There is no limit to the amount and the possible effectiveness of this reward. We should never under-estimate its power.
- Positive written feedback. All work worthy of praise may receive positive written comments. Pupils greatly value these.
- Department stamps/stickers. This is another form of acknowledgment and communication which can be specific or generic. These are placed directly on the student work as another form of positive reinforcement.
- Merits. Merits may be awarded to all pupils in the lower school (years 7-11) They can be given for any action which promotes the school ethos of 'caring confident and capable' and is 'above and beyond' the existing high expectations expected of all pupils. Each merit should be recorded in the behaviour section of (MyChildatSchool) MCAS. Students will receive e-certificates for thresholds of achievement 25 (Bronze), 50 (Silver), 75 (Gold) and Principal's award (125). In Year 9 and beyond, the merit system may also include an appropriate prize draw for total number of merits achieved.
- E-postcards. Through the use of Bromcom, College staff are able to personalise a communication to individual students, which are sent to both parents/carers and the student. E-postcards are there to support teaching and learning, and to highlight exceptional behaviour which positively promotes the ethos of the school.
- Communication with parents/carers. Staff may choose to communicate verbally or in written form to parents to comment positively on the work or action of a pupil. There is a general system of letter of congratulation that is sent home by pastoral teams for outstanding effort grades in pupil academic reports.
- Weekly Breaktime Food Pass. Weekly count of merits within tutor groups, each merit counting towards a random draw, the winner of which receiving a breaktime food pass for themselves and one friend from within the tutor group.
- Weekly Lunchtime Food Pass. Weekly identification of pupils within tutor groups without any uniform warnings, pupils are entered into a random draw, the winner of which receiving a lunchtime food pass for themselves and one friend from within the tutor group.
- Weekly vouchers. Weekly identification of pupils within year teams with a better than average behaviour points score, the winner receiving a £5 voucher.
- Monthly "Cake and Conversation" with the Principal. Monthly count of E-Postcards within year teams, each postcard counting towards one or more random draws, the winners of each draw meeting the Principal to directly discuss school matters.
- Comberton eXtra shirts. Twenty age group specific tasks which if completed across the academic year lead to the awarding of a Comberton eXtra shirt. The form tutor monitors the progress of the award, with the Assistant Principal i/c Extended School overseeing the administration of the system. These are awarded to pupils in their weekly year assembly/and or in final assembly.
- Comberton Blues. Achievement in sport, awarded to pupils participating at least at district standard or the equivalent.

- Report Awards. These are categorised into the following:
 - Principal's award
 - Deputy Principal's award
 - Head of Year award
 - Effort and Progress awards

The awards are based upon full report data points for Year 7-11 and are overseen by HOY.

- Commendations. A system of Commendations exists in Year 10 and 11. At the end of every term, each subject teacher is asked to confirm the names of two pupils to receive a commendation on the forms that are issued. These are then awarded at the end of each term.
- Prizes. At the end of Year 11, two prizes are awarded for each subject. Subject teachers nominate the pupils. One prize is for excellence and one for progress. These prizes are awarded in the Final Assembly at the end of the Spring Term.

4. Sanctions

Whilst we recognise that good behaviour is developed through positive relationships with students, it is occasionally necessary for students to be sanctioned. This will be in line with the necessary national guidance and have been hyperlinked within this policy. Staff from the College will issue sanctions to change poor behaviour, when appropriate and necessary.

Verbal admonishment

Event recorded on Bromcom behaviour

Break/Lunch detention – departmental or centralised

Communication home (letter/phone call/email)

Afterschool detention – departmental or centralised

Departmental/Pastoral report

SLG detention (1 hour)

Principal's detention (2 hours) – escalation of SLG detention.

Period of time in PWR/Isolation

Seclusion/Exclusion

Fixed term exclusion (2 or more days)

Individual Behaviour Plan (IBP)

Alternative curriculum arrangement

(All detentions should involve staff explaining to pupils the reason behind the detention).

The aim is always to use the sanction that is the most appropriate to tackle the behaviour in question. As a guide, typical sanctions for specific behaviours are outlined at a later stage in this document.

Sanctions Summary and Definitions

Stage	Sanction	Support	Authorised by
14	Alternative curriculum arrangement	Referral to inclusion unit/respice placement/managed move/PRU	Principal/ SLG i/c inclusion
13	Individual behaviour plan (IBP)	6 week report with fortnightly review meeting with family. Reporting to Asst. Principal	SLG
12	Fixed term exclusion (2 or more days)	Restorative justice intervention and pastoral/department report for 2 weeks minimum.	Principal
11	Seclusion	Restorative justice intervention and pastoral/department report for 2 weeks minimum.	Principal
10	Period of time in PWR/Isolation	Persistent: student placed on report	SLG
		Single offence: discussion with student	
9	Deputy Principal detention (2 hours) – escalation of SLG detention.	Communication home. Non-attendance will lead to seclusion	SLG
8	SLG detention (1 hour)	Persistent: Tutor/HOY meet with family	SLG
		Single offence: discussion with student	
7	Stage 6 and student placed on department/pastoral report	Review discussions with student and communication home. Inform pastoral staff	Head of Department/ KS coordinator/ Head of Year
6	Communication home and afterschool detention	Inform pastoral staff	Class Teacher
5	Communication home (letter/phone call)	Inform pastoral staff	Middle leader
4	Bromcom event logged and lunch detention		Class Teacher/Tutor
3	Bromcom event logged and break detention		Class Teacher/Tutor
2	Lunchtime detention		All staff
1	Verbal admonishment	Inform pastoral staff	All staff

The sanctions above are staged and are progressively increasing in severity from stage 1 to 14. If a higher-level sanction is required for a pupil, it is not necessary for them to have completed prior stages before progressing to the appropriate outcome.

Sanction level 5 and above will be recorded as events on Bromcom and will include summary details of the situation(s). This information may be called upon for escalations to repeated behaviours.

- Verbal admonishment. The great majority of low-level misbehaviour can be dealt with by appropriate words to the pupil. We should always expect all pupils to do as required when asked or instructed. A failure by a pupil to respond appropriately would be a serious issue requiring further action.
- Lunchtime Detention. All staff have the right to place pupils into a lunchtime detention as a punishment for unacceptable behaviour outside of the classroom. These are typically given during break times, before or after school for behaviour which is not in keeping with the school's code of conduct. This sanction is completed during lunch break.
- Written feedback. Unacceptable work can receive written feedback that confirms what is wrong and what must be done. Pupils are required to respond to this.
- Bromcom event recording will be used as an effective tool to regularly monitor student behaviour. All staff can record incidents, which will be referred to appropriate pastoral/department staff for follow-up/intervention.
- Communication with parents/carers. Verbal or written communication with parents can be an effective way to confirm acts of unacceptable pupil behaviour and indicate what is required to improve it. Securing parental support in dealing with unacceptable behaviour is usually important and effective. Bromcom will be used as one method of communicating lower-level concerns. Sanctions of detentions beyond the school day and above will include a personal communication.
- Detentions. All staff have the right to place a pupil in detention as a punishment for unacceptable behaviour predominantly in lessons but may be used for significant misbehaviour during breaks in the school day. These might be short detentions at break or lunchtime in order to deal quickly with an incident. After-school detentions may also be used for a more serious incident of misbehaviour or truancy from a subject lesson/registration period. At least 24 hours' notice must be given to parents in this situation. The usual form of communication is via Bromcom behaviour event logging.

Staff may refer certain behavioural issues to their Head of Department who may then require a pupil to attend a departmental detention. Equally, a Head of Year may run a detention for a pupil or pupils in the Year group for certain acts of misbehaviour most appropriately dealt with by a Head of Year. In addition, any appropriate line manager may also place pupils in a centralised afterschool detention.

The two most serious detentions available are a SLG detention and Principal detention. The SLG detention takes place every Friday for one hour after school. It is supervised by a member of the SLG. Members of SLG alone can place a pupil in this detention, usually in consultation with the relevant Head of Year. Its seriousness is viewed as close to isolation. Typical uses of an SLG detention are in response to:

- Extended periods of truancy
- Escalation on the smoking sanctions ladder
- Failing to attend a department detention

In the event that a student fails to attend the SLG detention, they will be placed in a Deputy Principal's detention on the Monday following. This sanction is a two-hour detention served with the Deputy Principals.

The SLG and Deputy Principal detentions will require an appropriate communication to be sent home.

- Reports. Pupils may be placed on a lesson-by-lesson report for a period to monitor behaviour, work effort or other specific issues. In most instances, the report is expected to be in place for 2 weeks, however, may be extended or escalated at any stage of the report cycle. They are available from the pastoral/departmental administrator. The following reports are available for use, depending on the context:
 - Departmental
 - Form Tutor
 - Head of Year
 - Asst. Principal
 - Deputy Principal/ Principal
 - Individual Behaviour Plan (8-week report cycle, reviewed every 2 weeks)

An unsatisfactory report can lead to a further sanction or escalation to a higher report. A student has the right to self-refer on to a report and will be supported by the school throughout the process.

- Isolation. Some significant acts of misbehaviour may be dealt with by isolation from lessons or breaks or both. All such isolations require approval from a member of SLG and an appropriate communication to be sent home. There are two types of isolation:

Departmental. The Head of Department may isolate a pupil from a certain number of subject lessons due to some serious misbehaviour in that subject. The Head of Department is responsible for overseeing this isolation and any required work.

Head of Year (or Link Asst. Principal). A pupil may be isolated from all lessons for a period of time in response to certain serious acts of misbehaviour (for example, some lower levels of violent behaviour). Pupils isolated in this way are required to complete work on numeracy or literacy in pre-prepared packs. They must stay in the appropriate place at all times except for specified times to use the toilet and get some food. They lose the right to full break time and lunch time.

- Seclusion. The sanction of Seclusion is an internal exclusion which is issued to students in response to a significant misbehaviour during the school day. The seclusion will often be issued as a single day. An Asst. Principal confirms a decision on any temporary exclusion, often in consultation with the Principal. An official communication is sent home, issued by an Assistant Principal. A pupil issued Seclusion will be required to attend a readmission interview involving parents, Head of Year/Department and Asst. Principal.
- Fixed term exclusion. This is an extremely serious sanction used to deal with very serious acts of misbehaviour. An Asst. Principal confirms a decision on any temporary exclusion, often in consultation with the Principal. An official letter is sent home, usually signed by the Principal. All such exclusions must be reported both to the Local Authority and to the Governing Body. Parents have the right of appeal against any such exclusion. Any pupil returning from an exclusion must have a re-admission interview involving parents, Head of Year and relevant Asst. Principal. In some

situations, this will be attended by the Principal or Deputy Principals. Any pupil returning from exclusion will be placed on a Head of Year report for at least one week.

When the sanction is determined to be at seclusion or exclusion level and the misbehaviour includes a confirmed victim, a meeting will be conducted by the Assistant Principal to the year group of the victim, to ensure that the family and pupil have appropriate support in place.

- Permanent exclusion. This is the final, most serious sanction. The hope and expectation is that it does not have to be used. There are two reasons why it might have to be used:
 - One-off act of extremely serious misbehaviour
 - A persistence of serious acts of misbehaviour that have already led to several temporary exclusions.

Any such decision will be made by the Principal in consultation with the Chair of Governors. The school then follows all appropriate national and local guidelines.

Community Service. May be considered in cases where property or the environment has been damaged.

In all cases there will be reasonable adjustment of sanctions for pupils with SEND, in KS3/4 support and Looked After Children (LAC). For LAC sanctions will be communicated with the Virtual School.

5. **Abuse of People**

A caring ethos that values every individual and every individual's achievement cannot accept any form of abusing people.

A proper respect and care for others is positively encouraged in various ways at Comberton Village College. These include:

- Specific modules within the PSHE and Citizenship Programme
- Assemblies
- Messages during lessons and form time
- Staff acting as role models
- The school's Code of Conduct,
- The school's Anti-bullying policy
- The school's Pupil Equality and Diversity Policy

If any pupils contravene this expected respect for others, then appropriate discipline will be required, and an event will be recorded within MCAS.

While it may be possible for the school to mediate in the case of incidents which occur outside of school (both in person and through digital platforms), we will usually advise parents to liaise with appropriate external agencies/organisation/companies.

Verbal abuse

Swearing and verbal abuse of others is unacceptable at Comberton Village College. The precise way to deal with any such situation will depend upon particular circumstances. However, the following are general rules:

A pupil is heard swearing as a general manner of speech

Take pupil aside and clarify that this is unacceptable. A verbal apology and assurance not to repeat should be expected. An event should be recorded by the member of staff on MCAS behaviour log.

Depending upon the context, a more serious sanction may be required. Repeated behaviour of this type may result in some time in isolation.

A child swears at a member of staff

This is considered to be a very serious offence. The child will need to be taken out of the immediate context of the act. The Head of Department and Head of Year needs to be informed. The usual sanction for this offence is a seclusion or temporary exclusion.

A child speaks disrespectfully to a member of staff

This is unacceptable. The level of sanction must depend upon the precise circumstances.

A child speaks rudely or inappropriately to or about another child

This should not be accepted. An appropriate apology will be required and could be managed through/arranged (by the college) restorative justice meetings. A more serious sanction may be required, depending upon the circumstances.

Use of computers, iPads and IT

Pupils using the ICT facilities or devices through the school's iPad scheme agree to the school's Student Acceptable Use of ICT Policy. At the start of each academic year, pupils will need to complete a form to demonstrate this agreement.

Pupils are expected to use electronic devices appropriate to aid their learning. Appropriate software and platform exist to monitor and restrict access to material deemed unsuitable. However, where inappropriate use of electronic devices occurs, it must be dealt with. The level of the sanction will vary depending upon the seriousness of the specific incident:

- Sending personal emails in lesson time
- Attempting to view websites without appropriate permission. Obscene and offensive websites are particularly unacceptable and could lead to a serious sanction, including exclusion.
- Downloading and storing unsuitable files (eg, mp3 or other large files that take up a lot of space, files for which we do not have copyright permissions).

Any pupil using electronic devices inappropriately in those (or other) ways is likely to have their access to electronic devices, or certain applications, restricted or monitored for a period of time.

Personal Mobile Devices

Pupils are permitted to bring these to school. However, they are not permitted to have them switched on during the hours of 8:25am and 2:50pm (unless specifically directed by teachers) and/or from having crossed the school threshold. If this requirement is contravened, the device will be confiscated and sent to the College reception for collection at the end of the day. Each confiscation will be recorded by reception – multiple confiscations will receive an appropriate escalation to the sanction. This sanction ladder will be reset each term.

In the event a phone is used to capture misbehaviour of others, the device will be confiscated and

may be passed on to the Police. An appropriate sanction will be applied and recording of such an event.

Physical Abuse

Any form of physical abuse towards staff or other pupils is totally unacceptable and considered to be a serious offence. Pupils are always encouraged to deal with differences of opinion in an appropriate, non-violent fashion. College will actively support students through restorative justice to ensure appropriate mediation is completed, to promote this principle of non-violent resolution.

In the event of physical abuse occurring, the usual disciplinary measures are as follows:

Physical abuse of another pupil

The precise circumstances would be considered, but the usual sanction would be isolation from lessons or temporary exclusion. This will depend upon the seriousness of the incident. Any behaviour which is identified as provocation or inciting violence of others will also be sanctioned in accordance to the school's policy.

Physical abuse of a member of staff

This is deemed to be extremely unlikely. In the event this does occur, the specific details of the situation will be considered and the severity of the incident will be considered, when considering the appropriate sanction. It is likely to include sanctions which represent the more significant end of the sanction ladder

Bullying

Bullying in any form is unacceptable. A caring ethos that values the achievements of all can have nothing to do with bullying. The school is strongly committed positively to ensuring that bullying does not take place. The document that clarifies the positive ways that we try to ensure this:

- DfE guidance 'Preventing and tackling bullying'.

The aim is always positively to encourage proper respect for others. This implies bullying cannot be tolerated.

If bullying is found to occur it must always be dealt with. Where verbal and/or physical bullying occurs, the sanctions would be in line with those described under verbal and physical abuse. Appropriate sanctions could be used for any other forms of bullying.

The aims must always be:

- To stop the bullying
- To support the victim
- To change the behaviour of the bully
- To bring some form of reconciliation, if possible, between bully and victim

6. Abuse of the Environment

Proper care of and respect for the school environment is expected from every pupil. It is seen as part of a positive ethos and a caring community. It is to do with respecting other people. This proper respect is positively encouraged in the same ways as those noted for respect for other people.

If proper respect for the school environment does not occur, then appropriate discipline will be

required.

Graffiti

Any form of graffiti is entirely unacceptable. Any graffiti discovered will be instantly removed by the site team unless the offender is immediately apprehended. If s/he is caught, s/he will do the cleaning.

The person responsible for the graffiti will receive a sanction ranging from detention through to temporary exclusion depending upon the nature of the graffiti. It is likely that some 'community service' in the form of helping the site team after school will be required.

Vandalism

Any vandalism is entirely unacceptable.

Any pupil found to be responsible for vandalism will be charged for the repair or replacement of the item vandalised. This will include damage to property of contractors (bus services).

The sanction received will range from detention through to temporary exclusion depending upon the nature of the vandalism. It is likely that some 'community service' in the form of helping the site team after school will be required.

Litter

Comberton Village College aims to be free of litter. The ample provision of litter bins means that there is no reasonable excuse for dropping litter.

Any pupil seen dropping litter will immediately be asked to pick up at least five items of litter. S/he is also liable to be placed in detention (the purpose of which may be litter clearance).

Chewing gum is banned from the school site. An appropriate sanction may be imposed if this is contravened – typically a lunch detention.

Stealing

All stealing is unacceptable and seen as a very serious offence.

The usual sanction for this offence is seclusion. The level of the sanction may vary according to a judgement about the severity of each individual case. The College will liaise with the police where appropriate.

7. Abuse of drugs

Tobacco

The school takes a clear stand regarding smoking tobacco. The whole school site is designated as a 'no-smoking' area. This applies to both adults and children.

The issue of smoking and its deleterious effects on health are dealt with clearly in the school's PSHE programme. The school aims to promote a healthy lifestyle: this includes not smoking.

It is prohibited for pupils to bring cigarettes and lighters (or any other tobacco related items – including e-cigarettes) onto school premises. Smoking is also not permitted on the way to or from school. If they are found, they are confiscated and disposed of.

Any pupil caught smoking on school grounds will receive a sanction. The sanction will escalate depending upon how many previous times the offence has been committed. Any pupil clearly associating with those smoking is likely to receive the same sanction as if smoking him/herself. Smoking within the school buildings will immediately lead to the sanction of isolation or beyond.

(see Appendix 4 for more detail)

Alcohol

The appropriate use of alcohol is dealt with through the school's PSHE programme.

Pupils may not bring alcohol onto the school's premises. If it is found it will be confiscated and disposed of.

If a pupil is suspected of being under the influence of alcohol, s/he should be reported to the Head of Year and will be immediately isolated. Parents will be contacted and expected to collect the pupil from the school as soon as possible. The pupil may be punished for this behaviour.

If a pupil is discovered to have consumed alcohol on the school premises, whilst travelling to/from school or prior to the start of the school day, then the usual punishment will be temporary exclusion.

Illegal drugs

The details of the approach to illegal drugs are given in the 'Drugs Policy'. The school's PSHE programme deals significantly with issues concerning illegal drugs.

It should be noted that any pupil who is found to be:

- a) In possession of illegal drugs
- b) Partaking of illegal drugs
- c) Selling/distributing illegal
- d) Under the influence of illegal substances

on the school premises (including travel to and from) or any other arranged school activity may be excluded from mainstream schooling.

Due to the addictive nature of such substances, repeat offenders identified as users of drugs will include pastoral support (these will require parental meetings, referrals to external drug abuse agencies for intervention and, where appropriate, the police)

Weapons

It is strictly forbidden to carry weapons (defined as an item which is designed or used for inflicting harm to others or damage to property) in school.

Any identified weapons will be confiscated from the individual and stored securely for collection by parents/carers or the police (subject to nature of the item). The normal sanction would be at least seclusion/temporary exclusion. The offence issued will include referrals to external agencies to prevent any further incidences occurring, where deemed appropriate.

8. **Right to search personal belongings of a student and to physically intervene**

Where there is suspicion of students being in possession of drugs or weapons, the Principal (or delegated member of senior staff) will carry out a search of the student personal belongings. The search will be completed by a member of SLG and a second member of staff with at least one of the members of staff being the same gender as the student. The justification for the search, as defined by the DFE, will be:

“to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.”

Source: [Department for Education guidance on Searching, screening and confiscation](#)

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

As defined by [Department for Education’s guidance on Searching, Screening and Confiscation](#)

Any search/confiscation will be logged and appropriate communication to families will be completed.

It is not expected that staff would be required to use reasonable force to maintain order within the College. However, in line with the DfE [‘Use of Reasonable Force’](#) guidance, staff must only use reasonable force to:

- prevent pupils from hurting themselves, or others
- from damaging property
- from causing disorder.

‘Reasonable in the circumstances’ means using no more force than is needed. Reasonable force is only to be used to control behaviour of students where it meets one of the above criteria. Where restraint is considered necessary, this should only be carried out by appropriately trained College staff.

In the circumstance of restraint or reasonable force is required, appropriate recording and communications will be completed. For further guidance, the Physical Intervention with Pupils policy should be consulted.

9. **Equal Opportunities**

Comberton Village College values every individual. It seeks to create a caring and understanding ethos that recognises and celebrates differences between people and the achievements of all.

These values are clearly communicated throughout the curriculum (for example on PD days, in RE, Geography, History, English and Modern Foreign Languages) as well as through assemblies, school trips and visits and various informal mechanisms.

Within these values, any form of racial, sexual, disability or religious harassment or abuse is entirely unacceptable.

These points are further developed in the school's Equal Opportunities Policy.

Any examples of racial, sexual, disability or religious abuse should be picked up upon immediately by staff. They should always be clearly reported to the school's Equal Opportunities Officer. It will always be pointed out that such behaviour is unacceptable, and an appropriate apology will be required. Depending upon the seriousness of the behaviour in question temporary or even permanent exclusion could be a possibility.

Incidents will always be logged, and communication sent home to parents.

10. Uniform

The school has a uniform as it helps to create a positive corporate identity and contributes towards a whole school ethos. A simple, appropriate uniform can also help to contribute towards an orderly and working atmosphere. Given this, all pupils are expected to wear the school uniform as clearly stipulated on the school website and student handbook.

If any pupil is not wearing any item of school uniform without very good reason, there may be spare items available to borrow. The pupil concerned should report to the Head of Year immediately and will be required to borrow the required item.

Training shoes may only be worn for medical reasons explained by a parental/doctor's letter. If they are to be worn for more than one week, a doctor's note is required.

Any inappropriate jewellery will be confiscated, placed in an envelope, and sent to the College reception for collection at the end of the day.

Coats and other outer garments may not be worn during lessons and must be removed before entering the classroom. Pupils are permitted to add an outer garment to their full uniform, just prior to leaving the classroom – only when permitted by the classroom staff. Any student selecting to wear a coat or outer garment outside of lessons must ensure they are wearing full uniform (including jumper) first.

A persistent failure to wear proper school uniform could lead to appropriate sanctions being used.

Extreme haircuts as judged by the college are not acceptable. Shaven heads or any haircut which involves the shaving of lines or symbols, extreme coloration or particularly noticeable variations in colour or length will almost certainly be judged as extreme.

The school reserves the right to isolate a pupil from social breaks and/or lessons, if a haircut is considered to be too extreme and distracting. It may also be required that a student wear a hat (where possible, provided by the school) during lessons to conceal the hair cut for the necessary period of time, to avoid distracting students from their work.

11. Truancy

Every pupil must attend all school days and lessons, both in order to achieve as well as possible and for legal reasons. The general principle if a pupil truants is to make up the time at alternative times. This may be through:

- Middle leader or SLG detentions
- Series of after-school detentions
- Attendance on Staff Training Days

Further sanctions could be applied in some circumstances. Persistent truancy will result in liaison with the Education Welfare Officer.

Lateness to school and lessons is unacceptable. Depending on the amount and persistence of lateness, sanctions that require time to be made up will be applied. These start with detentions and could escalate from there.

12. Travel on school buses

Pupils travelling on school buses **and other forms of travel to and from school and all other transport** to and from school should abide by the school's Code of Conduct. A more specific school bus Code of Conduct also exists (see student handbook).

The school reserves the right to recommend that a pupil is removed from a bus.

13. School trips and visits and outside clubs linked to the school

The school's Code of Conduct applies for all school trips and visits. The same sanctions are liable to apply to the same offences on school buses and outside clubs that are linked with the school, as indicated for offences committed on school premises. Inclusion on school trips is at the discretion of College staff (see Trips Policy).

14. Behaviour towards staff off school premises

School staff have a right to be treated with appropriate respect by pupils when off school premises.

Disrespectful and offensive behaviour towards staff off school premises is viewed very seriously. The school reserves the right to use any sanctions reasonably, as appropriate to the misbehaviour. The school is also likely to liaise with the police in such situations.

15. Reasonable Adjustment

Where a pupil has needs which might impact on behaviour (such as for a pupil in the Asperger's Unit) we need to make reasonable adjustment to this policy in line with the Disability Discrimination Act. The school reserves the right to make such adjustments under guidance from appropriate provision management and with final approval from the Principal.

16. Referral to Police

In-school incidents where potential crimes have been committed against the school, will be reported to the Police for investigation. This will be carried out by the member of staff investigating the situation, following a consultation with a member of SLG. If items are confiscated or evidence is collected because of any in-school investigation, these will be submitted to the Police. In the event a

referral is made, the College will continue to sanction in-school misbehaviour, with all sanctions being confirmed with the Police as part of the referral.

If an incident outside of school causes concern and potentially involves the Police, the College should be notified by the victim's family as soon as reasonably possible. The College will take appropriate in-school action to avoid any further incidences.

Appendix 1: Pupil Code of Conduct

PUPIL CODE OF CONDUCT

At Comberton our ethos of 'Caring, Confident and Capable' aims to provide a school environment which allows all pupils to achieve their full potential. Our ethos is steered by three simple 'expectations' which 'encapsulate' our ethos:

- Many little acts of kindness and respect everyday – Caring
- Build-up, don't put down – Confident
- Try and then try again - Capable

However, the ethos is itself founded upon a Code of Conduct which clearly highlights the expectations the school has of pupils and pupils have of each other. Following this code means staff and pupils can work together and all can participate positively and effectively in school life.

All members of the college should be considerate of those around them, become involved in school life and aim to achieve their full potential.

OUR EXPECTATIONS

- Be prepared - wear the correct uniform and bring the correct equipment for all lessons
- Behave appropriately on the school site and travelling to and from school
- Respond promptly to instructions
- Respect all people and property both on and off site
- Ensure you are in the correct place at the correct time
- Listen carefully, and contribute constructively to lessons
- Complete all classwork to the best of your ability, presenting work well and meeting deadlines
- Place litter in the bins provided

There are other documents and policies that relate to some parts of this Code of Conduct. Many of these can be found on the school website e.g. Our ethos, Positive Behaviour Policy, Uniform Policy, Acceptable Use of ICT Policy, Personal Mobile Devices policy, Homework Policy etc.

Appendix 2: Smoking Sanctions

Specifically, any pupil caught smoking, in possession of smoking related materials or with pupils who are smoking will receive the following sanctions:

1st offence	Week of lunchtime detentions
2nd offence	Week of lunchtime and break detentions, on report, SLG detention
3rd offence	As 2nd offence, with 1 day isolation (instead of SLG)
4th offence	As 3rd offence, with a 1 day seclusion (instead of isolation)
5th offence	As fourth offence, but with a 2 day exclusion
6th offence	5 day exclusion
7th offence	Removal from mainstream schooling

The application of the smoking sanction will be carried out in conjunction with the Comberton Village College Drugs Policy. The offence issued will include referrals to external agencies to prevent any further incidences occurring, which will require family support.

Appendix 3: Break/Lunch/Before or After School Sanctions Ladder

1 st Offence	Lunchtime detention given for being inside.	Verbal warning and reminder of the sanctions ladder.
2 nd offence	2 break and lunch time detentions with a member of the pastoral team	Parents/carers will be informed either via email/phone call
3 rd offence	4 break and lunch detentions with a member of the pastoral team	Parents/carers will be informed either via email/phone call
4 th offence	1 SLG detention and 5 break and lunch detentions with a member of the pastoral team	Student will be placed on tutor report to support and monitor their behaviour. Meeting or phone call with parents to discuss offences and sanctions.
5 th offence	2 SLG detentions and 5 days of isolation during break and lunch time	Student will be placed on Assistant Head of Year report to monitor and support their behaviour. Meeting with parents to discuss offences and sanctions.
6 th offence	Principal's detention and 10 days of isolation during break and lunch time	Student will be placed on Head of Year report to monitor and support their behaviour. Meeting with parents to discuss offences and sanctions.
7 th Offence	Principal's detention and 10 days of isolation during break and lunch time	Reporting to Assistant Principal
8 th Offence	1 day in isolation during lesson time in the Pupil Work Room	Reporting to Assistant Principal (Amber report)
9 th Offence	1 day in Seclusion	Reporting to Head of School
10 th Offence	Fixed term exclusion for continual defiance	Students will be put on an Individual Behaviour Plan which may mean that alternative provision is sought.

Appendix 4 - Safer Corridors Sanction Ladder

1st offence		Tutor to Call in Behaviour
2nd offence	Week of breaktime detentions	HOY to Call in behaviour and contact home
3rd offence	Week of lunchtime detentions	Parents spoken to by pastoral team
4th offence	Week of lunchtime and break detentions, on report.	Meeting with parents and pastoral team
5th offence	Week of lunchtime and break detentions, on report, SLG detention	Meeting with parents and safeguarding team
6th offence	As 4th offence, with 1 day isolation (instead of SLG)	Meeting with parents and Assistant Principal
7th offence	As 5th offence, with a 1 day seclusion (instead of isolation)	Meeting with Deputy Principal
8 th Offence	As 5th offence, but with a 2 day exclusion	Meeting with Principal
	5 day exclusion	
	Removal from mainstream schooling	