

Honiton Community College

Positive Behaviour Policy

Honiton Community College's Rights



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Honiton Community College's Rights



Ethos and Approach

At Honiton Community College we believe that an ethos based around inclusive and compassionate principles is beneficial to the well-being of all students.

High levels of nurture and empathy, with containment and structure, support students to feel safe. Students need clear boundaries and expectations, predictable routines and regulated responses to behaviour.

In order to be successful at school all students need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships need to be at the heart of school life.

Our Positive Behaviour Management approach will develop, respect and protect the following rights:

1. The right to work and learn
2. The right to respect and fair treatment
3. The right to be safe

We will *support* and *challenge* all our students to ensure that the rights above are protected and to enable every student to "*take their place as a learner*" in our community.

We will *support* the rights of our students by developing positive, respectful relationships and matching our teaching to the needs of the individual. We will base our support on these principles:

1. Students need to know they are welcome and wanted in the classroom (and even if we send a student out or reprimand them, we do so in a way that explicitly leads to their hope of re-integration).
2. Students’ efforts need to be recognised and acknowledged.
3. Students need to be shown that they matter by involving them.
4. Students need to be treated with dignity at all times, even when they test us.
5. We will seek to develop “emotional currency” by taking an interest in our students.

The foundation of our Well-being support for all the members of our community will be based on our knowledge and use of the “Zones of Regulation” and the “Five Ways to Well-being” (See Appendix 1).

We will appropriately *challenge* any student who infringes the rights of other members of our community. Our teachers will apply appropriate consequences with respectful certainty. Our principles of challenge are as follows:

1. Students need to know we have high expectations of them.
2. Classroom norms and routines need to be established to encourage appropriate behaviours.
3. We must be in control of ourselves – imagine a parent on our shoulder – at all times.
4. Unacceptable behaviour must be challenged with appropriate consequences
5. Students must be *certain* that unacceptable behaviour will be challenged and understand that a teacher will *follow up* where necessary

Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child’s behaviour effectively without addressing these needs. Students need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each student or behaviour, it means responding in a way which is consistent to our values and beliefs.

The College has a series of Positive Behaviour Expectations in place for lessons to protect our three rights:

Positive Behaviour Expectation	Protecting the right to.....
Treat others with respect, including when speaking to them	Respect and fair treatment Be safe
Listen respectfully when others are talking	Respect and fair treatment Be safe
Avoid distracting others	Work and learn
Work in silence when an adult asks you to	Work and learn
Make an appropriate attempt at all tasks you are asked to complete	Work and learn
Keep off-task conversations for social time	Work and learn
Arrive on time	Work and learn Be safe
Do not look at or use your mobile phone (unless a teacher requests you to)	Work and learn Be safe
Sit where you are asked	Work and learn Be safe

Supporting our Students

Wave 1 – Quality First Teaching and Well-being support for all.

In our classrooms and during social times we will adopt a “relational” approach to supporting our students. This is based on:

- Developing Relationships – this involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.
- Responding and Calming – using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.
- Repairing and Restoring – using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change (see appendix for restorative conversations guidance)

We will use our knowledge of the “Zones of Regulation” (see Appendix 1) to help “Respond and Calm” and refer to the “5 Ways to Well-being” (See Appendix 1) to support the well-being of all our community.

Our teachers will offer praise and rewards that are sincere, proportionate and targeted. (See Appendix 1 for rewards process).

Wave 2 – Additional Intervention to meet potential behaviour, SEND and Well-being needs.

If a student is identified as struggling in college then the following strategies may be adopted at this point (this is not a fully comprehensive list):

- Head of Pastoral Intervention and all teachers asked for brief update
- After gaining information, appropriate strategies shared with teachers and a Pastoral Support Plan completed.
- Discussed at our “Summit” meeting to identify the potential need and most effective form of support
- SEN referral where screening for a particular need could take place and the results communicated to teachers
- Joining group work sessions or 1-1 sessions in the Well-being centre in consultation with parents/carers.
- Parents/carers invited to a meeting to discuss the concerns, student voice to be prominent at this meeting.
- Potential to offer a “release card” from lessons.

Wave 3 – Additional, highly personalised, intervention to meet potential behaviour, SEND and Well-being needs.

At this level of intervention the needs of the student are still apparent and have not decreased, or change has not been sustained for a meaningful period of time with previous support. Therefore, further strategies may need to be adopted including: (see appendix for comprehensive list of potential support services)

- Assessment for an Education, Health and Care Plan.

- Referral for external assessments – Educational Psychologist, Speech and Language, School Nurse
- External agencies engaged to work with the student and parents e.g. Early Help, CAMHS
- Appropriate supportive strategies shared with teachers. Guidance and training for teachers applied where necessary.

Challenging our Students

Wave 1 – Low level disruption in the classroom or during social times

Individual Challenge:

Our teachers will apply Quality First Teaching and Positive Behaviour Management strategies (see appendix 1) to challenge unacceptable behaviour. They will follow our Positive Behaviour Management process when deciding on appropriate consequences (see appendix 1). Our teachers will be aware of the acronym SEA, the “Zones of Regulation” and our principles of challenge, when they intervene to protect our three rights outlined above:

S – Safety Cues – being aware of facial expression, tone of voice, and body language

E – Empathy – being curious and understanding of the difficulty, showing empathy

A – Agreements (Rules) – reminding that the behaviour has infringed our three rights and re-setting.

Group Challenge:

Quality First Teaching, Positive Behaviour Management strategies and reminders of our three rights will be used. Our teachers will *build, teach and model* the expectations, norms and routines surrounding behaviour in classrooms and social time.

Wave 2 – Repeated low level disruption in the classroom or during social times

Individual Challenge

- Our teachers will hold a 1-1 conversation based on restorative principles with the student.
- They will discuss the issue with their Head of Department or Head of Pastoral
- They will apply some personalised Positive Behaviour Management strategies
- They will communicate the issue and the potential resolution with the student’s parents
- Appropriate consequences from our Positive Behaviour Management process to be applied

Group Challenge

- Discussion with the Head of Department or Head of Pastoral
- Appropriate strategies identified and implemented e.g change to seating plan, focus on transitions etc
- Whole class discussion to remind of our three rights, re-setting to the expected norms and routines of the classroom.

Wave 3 – Persistent and damaging disruption in the classroom or during social times

Individual Challenge

- Parent meeting with Head of Pastoral or Head of Department
- Head of Pastoral/Head of Department intervention plan agreed and implemented

- Appropriate consequences from our Positive Behaviour Management process to be applied
- Appropriate strategies for challenge and support shared with teachers.

Group Challenge

- Support provided from Head of Department, Head of Pastoral and Leadership team
- Challenging group plan developed and appropriate Positive Behaviour Management strategies applied
- Leadership team support walks completed
- Potential to move students between groups if appropriate
- Guidance or INSET to be provided for the class teacher

References

Our ethos, approach and strategies have been based on the following sources:

Paul Dix "When the Adults Change, Everything Changes"

Tom Bennett "Running the Room"

Babcock LDP "Guidance for Developing Relational Practice and Policy"

Babcock LDP "No Need to Exclude"

APPENDIX (1) – Systems, Strategies and Policies

INTERVENTIONS:

A list of possible interventions and support the college can access:

SEN:
Communication and Interaction Team
Speech and Language
SEMH Team
Key LSA
LSA support in lessons
Supervised break/lunch support/Learning Support Clubs
Homework club/before school support
Police:
YOT (Youth Offending Team)
YIO (Youth Intervention Officer)
CBO (Criminal Behaviour Order)
ABC (Acceptable Behaviour Contract)
Civil Injunction
PPS (Police Problem Solver)
PCSO intervention
Therapeutic
CAMHS (Mental Health)
JACAT (Child Abuse)
School Nurse
Occupational Therapy Team
Circle of Adults
GP
Private Counsellor
Social Services
CP (Child Protection)
CIN (Child in Need)
Specific Issues
YSMART (Drugs intervention)
REACH (Risk of exploitation)
SPLITZ (families)
BISNET (families)
SPACE (mentoring)
SAFE (Domestic abuse)
Young Devon (mentoring)
Young Carers
Early Help/Community
FIT (Family Intervention Team)
YIT (Youth Intervention Team)
SWITCH (Youth Club – Heathpark)

Youth Club (School Lane)
College
Release Card
Behaviour passport
Calm Room
Student Advocate
Well-being Centre Referral
PSP (Pastoral Support Plan)
Reduced/Adapted Timetable
Careers appointment
Mentoring (CMAS/121/Inspire SW)
Managed Move
Alternative Provision (Chances/Wave)
EWO

Positive Behaviour Management – Strategies adopted by staff

Support

Students need to know they are welcome and wanted in the classroom.

Strategy
Meet and greet every student as they enter the room, and acknowledge when they leave
Engage in restorative conversations if a student has been sent out of your lesson
Attempt to get as many names on the recognition board as possible
Positive phone calls/notes/postcards to parents when excellent behaviours are demonstrated

Students' efforts need to be recognised and acknowledged.

Strategy
Recognition board is used to encourage particular behaviours.
Positive notes/phonecalls home
Your first attention goes to the best conduct, not the worst.
Recognise and praise behaviour that is "over and above"
Praise is sincere, proportionate and targeted.
Rewards should be intermittent and inconsistent
Share your praise with other adults so that they can celebrate it too

Students need to be shown that they matter by involving them

Strategy
Opportunities are provided for every student to answer a question.
Check on progress with questions and provide specific feedback
Careful thought is given to groupings and seating plans to include all students
Allocate classroom responsibilities or jobs

Students need to be treated with dignity at all times, even when they test us.

Strategy
Scripts used when challenging misbehaviour
Appropriate language is used to de-escalate

Engage in restorative conversations
Use the least invasive strategy first, then increase the level of invasiveness

We will seek to develop “emotional currency” by taking an interest in our students.

Strategy
Meet and greet every student as they enter the room
Use information systems to understand your students; PSP, IEP, EHCP etc
Invest time in supporting the students – conversations outside lessons, watch competitions, school fixtures etc.

Challenge

Students need to know we have high expectations of them.

Strategy
Set high standards for every student you teach, regardless of background
Reprimands based around “what they have done is less than what they can do”
“I know you can do it” is followed with “and I’ll help you to do it”

Classroom norms and routines need to be established to encourage appropriate behaviours.

Strategy
Teach and establish core routines: entering and leaving, transition between tasks, starters and plenaries, recording homework, group discussion etc
Students need to be taught and re-taught expected behaviours
“When you walk through the door, this is how we do it here”
Keep basic routines simple – three things to focus on
Define, teach and maintain the norms you want to see in your classroom

We must be in control of ourselves – imagining a parent on your shoulder – at all times.

Strategy
Use positive language and simple directions
Scripts – use for interventions, reprimands, student leaving room etc
Use of language to help de-escalate
Focus on the behaviour and not the person if you have to challenge
Respond to poor behaviour with deliberate calm
Resist the temptation to connect their behaviour with your feelings.
Consider the tone of your intervention

Unacceptable behaviour must be challenged with consequences and sanctions.

Strategy
Teach and establish our HCC behaviour expectations
Secondary behaviours, tactical ignoring and take up time
Reprimands based around “what they have done is less than what they can do”
Sanctions are immediate and appropriate
Focus any corrections on our three rights; to learn, be safe, be treated fairly and with respect.
30 second interventions used to deal with misbehaviour
Use assertive sentence stems to demand what you expect
Have a sophisticated response to misbehaviour (e.g a reprimand can be accompanied with a pastoral conversation)

Students are removed from the classroom if they violate our three rights; persistently stop the learning of others or display rude, aggressive or dangerous behaviour that threatens the safety and dignity of their peers or teacher/adult.
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Students must be certain that unacceptable behaviour will be challenged and understand that a teacher will follow up if necessary.

Strategy
Increase awareness of the behaviour first
Engage in corrective conversations with individuals in a lesson
Follow up <i>personally</i> any transgressions – missing detention, not handing in homework etc
Use more senior staff to support (stand alongside, supervise the group/student) rather than direct the discussion.
Where possible, challenge poor behaviour privately.
Engage the support of parents to tackle misbehaviour

Restorative Conversation – Staff Guidance

1. Take responsibility for the negative interaction
 - Very briefly explain and raise awareness of the behaviour that you needed to challenge
 - Explain that you had to challenge the student to protect the rights of others – the right to work and learn, the right to be safe, the right to respect and fair treatment
 - E.g. “I had to challenge you as you were talking which was disrupting my demonstration and not allowing others to learn”

2. Deliver an empathy statement
 - Communicate that you can empathise with how the student may be feeling
 - E.g. “I understand that this may be difficult and you may be feeling frustrated at being asked to go to isolation rather than being allowed out to lunch”
 - E.g. “I understand you might be feeling embarrassed that I had to ask you to leave the room to go to the reflection room”

3. Let go of the previous incident and start afresh
 - Show that you are willing to move on from the incident that is the reason for the conversation
 - E.g. “I’m sure we can/Talk to me a bit about how we can get back on track next lesson....”
 - E.g. “Thinking ahead about what next lesson looks like.....”

4. Communicate your care and willingness to continue working with the student
 - E.g “You can be great in my lesson, you have lots of ideas that we miss if you are not there”
 - E.g “You’re a really valued member of my class and when you’re focused things work really well”

5. Engage in mutual problem solving and next steps
 - Finish by planning the return to your lesson. Are there any amendments that you can offer as a member of staff to help?
 - The student should have some ideas from their reflection sheet that they can share too.
 - E.g. “So, I’ll double check with you straight after I explain a task to stop you getting frustrated. Can you try extra hard to listen to my explanation so you can attempt the task before I get there please?”

- Please do not end by describing the next consequence – e.g. “if this happens again you can speak to the Head of Department” or anything that refers to the isolation incident. It needs to be a positive moving forward statement e.g. “have a good afternoon/look forward to seeing you tomorrow, good luck with the work I set you, let me know how you get on”

Praise and Rewards

PRAISE

We believe that recognising student achievement at all levels and in all aspects of student life is very important. Formal and informal recognition supports student motivation and encourages high levels of commitment and the willingness to take risks in learning.

P (Praise) Points:

- P1 – Awarded for effort or achievement “Over and Above”
- P2 – Awarded for effort or achievement “Consistently Over and Above”
- P3 – Principal’s Award. Awarded by the Principal on recommendation from staff.

AT KEY STAGE 3 and 4

30 Praise Points	=	Bronze certificate
70 Praise Points	=	Silver Certificate
100 Praise Points	=	Gold Certificate
150 Praise Points	=	Platinum Certificate

(All students begin at zero at the start of every academic year)

Students can be invited to our “Celebration Breakfast” held each term. This process awards the top students in each year group based on their teachers’ assessments of their approach to learning in lessons. All students, regardless of academic ability, are eligible for this reward.

We also hold inter-tutor group competitions based on the number of “P” (Praise) points that are awarded to the members of the tutor group. A “Non-uniform” day is awarded to the winners at the end of every half term.

Students (including post 16 students) can also be nominated for a ‘Town Council Award’. A member of staff nominates students who have made an exceptional contribution or achievement in a subject or the life of the College. If successful the student attends a ceremony with the Town Council and is awarded a voucher by the Mayor.

The Awards Evenings highlight particular student success at each Key Stage:

- For academic excellence, both in subject areas and overall exam success
- Exemplary progress in subject areas
- Supporting College life and commitment to our values

Consequences

**Process of challenge when a positive behaviour expectation is broken and a right infringed:
In the classroom:**

- Our teachers will appropriately challenge any student who infringes the rights of other members of our community. Those students that choose to infringe any of these rights will be given a C1 as a warning, taking into consideration the strategies above.
- Those students that choose to infringe these rights on two separate occasions in a lesson, taking into consideration the strategies above, will be asked to attend the “Reflection Room” for the remainder of the lesson. They will then return to their next timetabled lesson unless they are dysregulated or the nature of their transgression is serious enough to warrant further time out of lessons. A “C3” will be recorded.
- Any student who is sent to the “Reflection Room” will have access to pastoral staff for a supportive conversation and the chance to regulate after any incident. They will be given appropriate work and will complete a restorative conversation with the member of staff who sent them before the next lesson with that teacher.

The majority of students are well behaved, and a credit to the College and their parents. Sometimes however, a student’s behaviour or work commitment can fall below the expected standard or rate of progress. Our consequences will be fair, reasonable, certain and morally weighted in order to sustain respectful relationships between students and staff.

Depending upon the circumstances a staff response could be:

- To issue a verbal reprimand along with guidance on positive behaviour
- To issue a Concern Point (discreetly where possible)
- To ask the student to leave the lesson and attend the Reflection Room
- To ask the student to attend a break or lunchtime detention
- To have a discussion with parents to outline concerns, issues and agree appropriate interventions
- To ask the student to attend an isolation in the Reflection Room
- To impose a Fixed term Exclusion from College (one to five days) on the student
- To impose a Permanent Exclusion from College on the student

C “Concern” Points

C1 – Awarded where a staff member registers a “concern” over a student’s behaviour.

C3 – Awarded for more serious offences, which include Reflection Room referrals and isolations.

The listing of the College sanctions does not suggest that a series of responses will be made. A serious breach of discipline could be met with a lengthy Fixed Term Exclusion or Permanent Exclusion from the College.

Behaviour during “social” times:

- In order to encourage a safe and orderly environment during break and lunchtimes we expect our students to refrain from the transgressions listed below:

• Inappropriate language, behaviour or attitude
• Shouting indoors
• Running indoors
• Pushing/shoving/playfighting in a dangerous manner
• Dropping litter/throwing food
• Looking at or using a mobile phone

- If a student transgresses, an adult will tell them that they have a “Red Card” and that they must serve a **30 minute detention** at the start of lunch in the Reflection Room. Whilst there, they will be able to eat and drink.
- If they receive a “Red Card” during the last 20 minutes of lunchtime they will be asked to attend an additional detention at lunch the following day.

Zones of Regulation (Kuypers, 2016, www.socialthinking.com)

The Zones of Regulation creates a system to categorise how the body feels and emotions into four coloured zones with which the students can easily identify.

The Zones framework provides strategies (including breathing techniques, problem solving exercises and links to the mental health '10 a day' that we already have in College) to teach children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. None of the Zones are 'bad', but feelings that we all experience from time to time.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The 5 Ways to Well-being

Connect

Be Active

Take Notice (Mindful)

Keep Learning (Hobbies)

Give

5 Ways to Wellbeing (5WTW) is an evidence-based approach to promoting wellbeing. It can be used with people of all ages and is reasonably easy to remember! This will enable us to develop a common language

about mental health and wellbeing within the school.



THE MANAGEMENT OF DRUGS-RELATED ISSUES:

Despite the efforts of all those involved in drugs education both inside and outside the College, incidents of drugs misuse can occur.

Responding to a Drugs-Related Incident

“Drugs-related incidents”; will be both unique in each case and unexpected; therefore, there will be no set way of responding, although there are key principles which apply.

Responding to illness, or inappropriate behaviour as a result of substance abuse.

- A member of the Executive Leadership Team must be informed at the earliest opportunity;
- Anyone involved should be moved to a private room or office;
- The medical needs of anyone involved are paramount;
- The welfare and safety of others must also be considered;
- Parents/ carers must be informed as soon as practicable;
- Accurate information is essential, and should be recorded as soon as possible using CPOMS
- Decisions regarding support and/or sanctions must be made carefully, on the basis of the evidence and advice of external agencies where involved.

Responding to / acting upon:

- **An allegation of, or possession of, suspected illegal substances (or drugs without medical authority), for the person's own use.**
- **Sharing, supplying or dealing in suspected illegal substances.**
- **Drugs found on or near College premises.**
- **Information received regarding a student's involvement in one of these situations.**
- A member of the ELT must be informed at the earliest opportunity, to consider the quality and likely veracity of the information and the risk to students or staff.
- The Police will usually be consulted at this stage, and on every occasion that a Class A drug is suspected.
- A search may be carried out (see below)
- The member of ELT may need to coordinate a further initial investigation, details of which must be recorded.
- Parents/ carers will be informed after an initial assessment of the incident, or earlier if the student needs medical attention.
- Any substances found or confiscated should be sealed in an envelope and placed in the College safe until collected by the Police.
- Decisions regarding support and/or sanctions must be made carefully, on the basis of the evidence and advice of external agencies where involved; however, bringing illegal items on to the College site may result in exclusion, and dealing in drugs may lead to permanent exclusion.

Searching Students:

- College staff can search a student for any item if the student agrees.
- The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member).

A RANGE OF RESPONSES

The needs of students in relation to drugs may come to light other than via an incident, for example, through the pastoral care system. The response may also serve to enforce and reinforce the school rules. Although not an exhaustive list, possible responses include:

- Early intervention
- Referral (for example to YSMART)
- Counselling
- Multi-agency programme
- Fixed-term exclusion
- A managed move
- Permanent exclusion

Where an illegal drug is involved, areas to take into account include motive, medical requirements, personal needs, the reliability of evidence, the nature of the drug, the attitude of the student to the discovery, and so on. When all the circumstances and factors have been thoroughly explored, then the spectrum of possible responses will be considered and discussed.

College staff will be in a good position to judge whether the student or students involved are likely to learn from the experience and not engage in such activities in the future as a result of the school's considered response. If the police become involved and decide to press charges, then the law will take its course. If not, the College will endeavour to avoid a response that would be harsher than that imposed by the law.

CIGARETTE SMOKING:

Any student discovered smoking will be reported to his/her Student Wellbeing Coordinator who will issue the student with three concern points (C3) and contact the parents.

E-cigarettes and "vapes" are not allowed in college. These will be confiscated and parents informed. A "C3" will also be issued.

All materials will be confiscated and held until parents come into College to collect them.

In the event of a continued breaches of these rules the Student Wellbeing Coordinator will contact parents and decisions on further sanctions will be made in the light of overall behaviour patterns.

ALCOHOL:

Our response to any student discovered under the influence of alcohol or found bringing it in to college will be similar to that described in the drugs process above. On most occasions our response will not involve the police or other external agencies.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE:

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

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

The college's response will be:

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

Consequences for sexual harassment and violence may include:

- To ask the student to attend an isolation in the Reflection Room
- To impose a Fixed term Exclusion from College (one to five days) on the student
- To impose a Permanent Exclusion from College on the student

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help

- Refer to children’s social care
- Report to the police

Please see the college’s “Anti-Bullying” Policy and Child Protection and Safeguarding Policy for further information.

WEAPONS GUIDANCE:

The **deliberate** and **intentional** bringing in and use of weapons in our college will not be tolerated. The use of such weapons on site would create unacceptable risks of bullying, injury and death and is extremely intimidating and frightening for students and adults alike.

If a student is found in possession of a weapon, they will be instantly removed from lessons until an appropriate course of action can be decided.

If it is found that a student has deliberately and intentionally brought a weapon onto the school site, the student will be placed on a fixed term exclusion. The college may also decide to permanently exclude a student for such an offence.

What is a weapon?

For the purpose of this guidance a “weapon” is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, pellet guns or BB guns;
- knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- Num chukkas, death stars and other martial arts objects.
- Screwdrivers, hammers, chisels, bradles and any tool that could be offensively used.
- Razor, razor blades or chains.

APPENDIX (2) College Expectations

Uniform Policy – Years 7-11

We expect all students to wear full uniform as listed below and hand the responsibility to them to ensure that this is the case. As well as creating a smart impression and sense of pride, school uniform plays an important part in helping to safeguard the student in college. If, on any occasion, a student comes to school wearing incorrect school uniform, they should report to their tutor or a PSO with a note from their parents to explain why. Clear uniform protocols are in place and sanctions will be applied for those that do not conform. We thank our parents and carers for their support of these protocols.

Compulsory Items:

- Black College blazer with Honiton Community College Academy Trust logo
- College tie
- A College black 'V' neck jumper with College logo is optional in the colder months. (The blazer must still be worn)
- Plain black full length tailored trousers or college skirt. Any skirts must be knee length.
- If belts are worn they should be narrow and plain black with a normal buckle.
- Plain long or short sleeved white shirt with a collar. These should be tucked in and the top button done up.
- Sensible, plain black all over, leather or leather-look school shoes only. The shoe should cover the whole foot. No patterns or logos should be visible and they must be low heeled. Canvas shoes are not acceptable.
- Plain black, grey or white socks (but not allowed over tights).
- Large bag suitable for carrying all equipment (including A4 sized files) and books. A rucksack is advisable, handbags are not permitted.

Hair Styles

- Hair styles should avoid extremes of fashion. Extreme hairstyles, for example (though this list is not exhaustive), "Tram lines" of any kind, colours other than natural hair colours, "Mohican" cuts, distinct differences in length or colour, hair covering the eyes and face, are not acceptable. If you are unsure whether a hairstyle is acceptable please contact your Head of Pastoral or SWC for clarification.

Jewellery and Make Up

- Earrings should be discreet, stud only, two in total.
- Necklaces, rings, bracelets, wristbands, facial and body piercings (including tongue piercings) are not permitted
- Any drawings/henna tattoos/body art are not permitted.
- A wristwatch may be worn (no smart watches are allowed in exams). Any smart watches should be disabled from sending/receiving messages in school.
- Make up must be so discreet as to be unnoticeable

The following are **not acceptable** uniform:

- Trousers must not be excessively skinny or baggy and must be worn on the waist (not low slung) and full length. Leggings, denim, jean-style, canvas, flare style or corduroy trousers are not acceptable.
- All skirts other than the official college design are not acceptable. The skirt should be knee length.
- Sandals, flip-flops, dolly shoes, high-heeled shoes, knee and ankle boots are not acceptable.
- Logos on belts, buckles, trousers or skirts
- Fitted shirts

- Coloured nail varnish and gel/acrylic/false nails

Non-Uniform Days

The following set out our expectations for students' attire on non-uniform days:

- No abusive or offensive slogans / words on clothing
- No cleavages/midriffs visible i.e. no cropped or low cut tops
- Skirts to be below mid-thigh length
- No halter-neck / strappy tops
- Shorts to be below mid-thigh length and must be smart; not 'beach wear.'
- Discreet / hidden piercings only
- No underwear to be visible.

PE KIT:

Essential PE kit for all students:

- Navy and sky blue short-sleeved polo shirt with Honiton community College Academy Trust logo
- Plain navy blue shorts
- Trainers – not 'skateboard' type or plimsolls (non-marking soles)
- A change of socks for PE either white or long navy and sky blue football socks

Essential PE kit for Year 7 students only:

- Towel and swimming costume. These can be any colour, girls must have a one piece swimming costume, boys shorts must be above the knee.

Addition/Optional Items (depending on PE curriculum, sport/subject choices):

For Football and Rugby units:

- Navy and sky blue rugby/football long-sleeved shirt
- Long navy and sky blue football socks
- Shin pads
- Gum shield
- Football boots

(Advised to wait and see PE curriculum in September before purchasing)

Order through PROSERVE, collect an order form from the College/download from the PE section on the website:

- Navy tracksuit bottoms with Honiton Community College Academy Trust logo for PE
- Navy PE hoodie with Honiton Community College Academy Trust logo for PE
- Navy leggings with Honiton Community College Academy Trust logo for PE
- Navy base layers with Honiton Community College Academy Trust logo for PE
- Plain navy skorts are an optional extra for certain sports (see PE staff for more information). They can be purchased through PROSERVE

Where can I buy the new uniform?

The items that are specific to Honiton Community College and bear the College logo are only available from:

HONITON SPORTS

66 High Street

Honiton

(01404) 42100

www.honitonsports.co.uk

or

THOMAS MOORE

102-104 Fore Street

Exeter

(01392) 255711

www.thomasmooretoymaster.co.uk

Other plain items such as trousers, shirts, and PE shorts etc. that comply with our uniform policy can be purchased locally from Honiton Sports, or alternatively from the suppliers such as ASDA, TESCO, Marks & Spencer etc.

CONSEQUENCES

Jewellery/clothing excessive to the guidelines that is not in keeping with the College uniform will be confiscated until the end of the day.

Repeat wearing of excessive jewellery and/or clothing that is not uniform will result in it being confiscated and held until a parent can collect it.

Any student arriving at College who it is felt is inappropriately dressed will be sent to a PSO until their parents can be contacted; they will then go home to change into College uniform.

EQUIPMENT FOR COLLEGE

Students should bring the following to every lesson:

- A Pen
- An exercise book for that lesson (if appropriate)
- A DEAR book (7-9 only)

The following equipment will also be useful:

- Rubber Years
- Protractor
- Compasses
- Scientific calculator
- Pencil sharpener
- Ruler
- Glue Stick
- Bag for books etc.
- Pencil case
- Pen (Black)
- Pencil
- Coloured pencils
- Aprons
- College P.E. Kit
- Reading book
- Lightweight headphones
- Memory stick

MOBILE PHONES AND OTHER ELECTRICAL DEVICES

We understand that mobile phones are a feature of modern society and most people own one. The increasing sophistication of mobile phone technology presents a number of issues for all of us to consider. These are:

- The high value of many phones.
- The integration of various other devices into phones leading to potential child protection and data protection issues.
- The potential to use the phone e.g. for texting whilst on silent mode.
- Inappropriate use, such as cyber bullying or distribution of inappropriate material.

We do not want to stop phones being brought into College, nor is it logistically possible for the College to collect phones in each morning and return them in the afternoon. So we have decided to allow our students to have a mobile phone with them in College under the conditions outlined in the policy below.

1. The student's phone must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, checking the time, taking videos, listening to music etc.) from when they enter the college site to when they leave the college site unless they have permission from a teacher to use it.
2. The phone must always be switched off (not on silent mode) and kept out of view.
3. If a student does not respect these rules their phone will be confiscated. On the first occasion they may collect their phone at the end of the day from the Student Reception. If this happens on repeated occasions we may ask a parent/carer to come into College to collect it.
4. A student must not take a phone into examinations. It could result in the exam board failing the student for that exam.

Emergencies

If a student needs to contact parents/carers they can use a College phone.

If parents/carers need to contact a student urgently they should phone the College office (01404 42283) and a message will be relayed to the student as soon as we can as soon as we can.

Responsibility for mobile phones:

The College can accept no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones.

INTERNET SAFETY GUIDANCE for students:

1. Protect your Identity

Never give out any personal details when you are online. This includes your address, phone number and where you go to school. Make sure only your friends can see your posts by checking your privacy settings in your account.

2. Fake Profiles

Do you really know who you are speaking to online? Unfortunately, there are many people that are on the internet just to target your people, pretending to be something or someone they're not. These people can trick you or pressure you. Never meet up with anyone that you have only met online because you will never really know you are going to meet. Always tell a trusted adult if something doesn't feel right or is making you uncomfortable.

3. Friendships

Be respectful of your friends online. There is only so much that can be conveyed through text – if you have anything important to discuss such as resolving a disagreement, do it face-to-face. Be mindful of how your posts will make people feel before you upload them.

4. Digital Footprint

Through posting pictures and videos is great for sharing with friends, always remember that anything you put online can potentially stay online forever. If you wouldn't want your family to see it, don't post it! What you post online now can potentially affect future jobs and opportunities.

5. Tracing

Every time that you visit a website or write a post on social media, your internet service provide keeps a digital note. This can be easily used by the police to tract you. If you think that you are being anonymous, you are not. Always think about what you are putting online.

6. Permission

Don't post images of other people without their permission – even if it's your best friend.

7. Reliability

Information that you locate on the internet may not always be accurate. Always check your sources.

8. Virus

Opening emails or files that someone unknow has sent you could lead to your computer/phone/tablet getting a virus. This means that someone can look at your files, corrupt your software, or take your personal information. Flag and remove any emails that seem suspicious and don't download attachments or click on links.

9. Privacy

If you are using a shared or public device (such as a library computer), make sure to log out all websites/apps for your own privacy. Set your profiles to private and never give out your passwords - treat them like your toothbrush!

10. Balance

The internet is great for researching for school or keeping in contact with your friend and relative, but make sure to spend plenty of time away from the screen. There is an entire world outside and spending too much time online could mean that you are missing out on real life, like seeing your friends in person. It's all about balance!

EXPECTATIONS OF STUDENTS DURING BREAK AND LUNCHTIMES

FOOD AND DRINK:

Food and drink must not be consumed whilst moving around inside the College buildings, but in the designated areas e.g. the Dining Hall or outside areas. Chewing gum is not allowed in the College at any time. 'Energy Drinks' that state they are 'not suitable for children' are not allowed in the College at any time and will be confiscated and Parent/Carer informed.

LEAVING THE PREMISES DURING THE COLLEGE DAY

In all circumstances a phone call or, preferably, a note from parents will be necessary before a student is allowed to leave the premises and this must be shown to a member of staff. They will be required to sign 'out' and 'in' on their return at Reception. The College can take no responsibility for the safety of these students during their absence.

LEAVING THE COLLEGE PREMISES AT LUNCHTIME

Students in Years 7 to 11 will be expected to remain on site during lunchtime. If, however, parents wish their children to go home for lunch or leave the premises during the College day then they must contact the appropriate Head of Pastoral. The College can take no responsibility for the safety of these students during their absence. Students who have their parents' permission to be off site will behave in the appropriate manner and remain in correct College uniform. They should show respect for the local community and its property.

BEHAVIOUR ON COLLEGE VISITS

At all times on visits and activities out of College (including residential visits and exchanges) the students represent the College Community. Positive behaviour will be expected at all times. This will include showing courtesy and respect to members of the public.

Instructions given by College staff or accompanying instructors/adults must be followed at all times. The member of staff in charge of the visit will deal with any transgressions as appropriate, with follow-up action being taken on return to College if deemed necessary. This will be recorded and may affect their participation in future trips.

Parents must be aware that if a student's behaviour on a College residential visit gives serious cause for concern, parents will be expected to collect their child from the visit immediately (or from the port of entry to the UK in a foreign visit). Any additional costs incurred as a result of that child returning home will be met by the parents of that child. This will be recorded and it is unlikely that such a student would be allowed to take part in any future residential visit during the remainder of his/her College career.

All relevant equipment required for any activities must be taken on the visit. Any equipment, materials and transport used in conjunction with any College visits must be kept in good condition. A charge will be made for any loss or wilful damage.

Behaviour travelling to and from College

The students represent the College from the moment they leave home in the morning until the moment they arrive home in the evening. We do have a statutory responsibility for our students' conduct and therefore behaviour should be appropriate at all times, with due regard to members of the local community and their property, and it is our expectation that whilst travelling to and from College our students wear the correct uniform.

The college may apply a consequence for a student's misbehaviour when the student is:

- Taking part in any college-organised or school related activity
- Travelling to or from college
- Wearing college uniform
- In some other way identifiable as a student at the college

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the college
- Poses a threat to another student or member of the public

- Could adversely affect the reputation of the college

Any infringements of the College Positive Behaviour Policy will be dealt with in the same way as such infringements inside the College grounds and buildings.

Students riding bicycles or mopeds to College, or driving cars, must at all times ride/drive as directed by The Highway Code. For safety reasons students may not ride bicycles within the College grounds. Bicycles and mopeds must be left in the approved location; students' cars are not allowed on College grounds.

Good behaviour on College buses is of paramount importance and is clearly set out by the Local Authority: 'Failure to behave appropriately will result in travel permits being withdrawn and parents becoming responsible for their child's transport to and from College.'

DAMAGE TO COLLEGE PROPERTY

Any student deliberately damaging college property will be given an appropriate consequence for this action. The college will also ask parents/carers to pay for the cost of any replacement or repair.

APPENDIX (3) – POST 16 at HCC

BEHAVIOUR

Students' behaviour and attitudes to learning are the most significant factors in bringing about all forms of success at HCC. No student can become the best they can be unless they develop positive behaviours in respect of their relationships with others, their conduct around College and their attitude to their own learning and future.

Students shall understand, develop and value positive behaviour; both for the benefit of themselves, through better preparation for the academic and professional demands that will be placed upon them at a higher level and the entire College community.

In Years 12 and 13, we move away from the language of "rules" into more age appropriate language with regards to "expectations of mutual respect, common courtesy and giving of our best." Each student will be asked to sign and uphold the Post 16 Contract and is subject to our Post 16 Student Support Programme should their Behaviours for Learning impede their progress and potential achievement. Students may be instructed or invited to attend catch-up sessions where it is deemed necessary. These may take place during or after College, with a view to enabling a student to be supported with any work they may have fallen behind in.

DRESS CODE

Sixth Form students are role models for the rest of the College and are required to uphold the standards expected of them. Students in the Sixth Form must maintain appropriate personal standards of dress. This Dress Code has been set in agreement with the Sixth Form Executive Team Committee and following the colleges Staff Code of Conduct. It is designed to support students both in upholding their responsibilities, both as a role model and in being dignified and not causing offence/embarrassment to others. It is also intended to ensure that dress is appropriate for a working environment and to support their personal safety. It forms a part of the Sixth Form Contract:

- No abusive or offensive slogans / words on clothing
- No cleavages/midriff visible i.e. no cropped or low cut tops
- Skirts to be below mid-thigh length
- No halter-neck / strappy tops
- Shorts to be below mid-thigh length and must be smart; not 'beach wear.'
- Tattoos and body art are covered up while students are in college.
- Discreet / hidden piercings only
- No underwear to be visible.

Failure to uphold the Dress Code could, in the first instance, result in a student being asked to return home and change into appropriate clothing. In the case of repeated instances, it could result in more formal action being taken.

Sixth Form Contract

Our expectations of students

Sixth Form students are expected to meet the following standards:

- To complete the work required of you on time and to the best of your ability and to endeavour at all times to achieve the full potential in academic work
- To meet all deadlines for the completion of assignments unless with prior agreement with the subject teacher
- To be responsible in your study habits, so that you will work quietly, steadily and with focus in private study and at home.
- To give a substantial portion of your own time to the study of each of your courses.
- To be punctual at registration, tutorial, briefings, contact meetings and in lessons
- To achieve a minimum of 96% attendance at all timetabled sessions, contact meetings and registration sessions
- The need to behave courteously at all times
- The requirement that you conform to the dress code
- Follow the College "Positive Behaviour" policy where applicable
- To limit paid employment so that it doesn't interfere with your studies. We recommend a maximum of six hours per week.
- To show care and respect for fellow students and the environment in which they work and study, especially showing consideration in use of the Centre and its kitchen.
- To respect the fact that Honiton Community College has a no-smoking policy which applies to the whole of the College site.

Your expectations

As a sixth form student at Honiton Community College, you can expect

- To be given continuing guidance about courses and relevant strategies to meet your needs, including Higher Education, Apprenticeship and other post 18 opportunities and careers advice where appropriate.
- Good quality teaching with appropriate setting, marking and feedback of your work, including suitable cover work in the event of unavoidable staff absence, when known in advance.

- Regular reports and progress assessments which include target setting. These will take into account your abilities and aspirations for the future. These will be regularly reviewed and discussed with your tutor.
- Opportunities to use the College Sixth Form Centre's facilities
- A full programme of Life Skills to incorporate general knowledge of opportunities and skills required for post 18.
- The chance to take part in a wide range of extra-curricular activities, including participation in the Sixth Form Executive Team, representing views of the Sixth Form students to Senior staff and Governors

College is a partnership between students and staff and therefore we will try to resolve issues in a constructive way, however the Disciplinary Procedure will be applied where there is a failure to maintain the Sixth Form Contract.

Post 16 Student Support Programme

Step	Action	Reasons for Action
1	<ul style="list-style-type: none"> • Formal discussion with student by subject teacher • Subject teacher to contact home and inform Head of Sixth Form and Tutor. • Intervention as appropriate 	Non submission of work Poor attendance in lessons Behaviour / motivation poor in lessons Low academic progress
2	<ul style="list-style-type: none"> • Subject teacher to discuss focus / targets with student • Student placed on subject report • Subject teacher to contact home and inform Head of Sixth Form and Tutor • Intervention as appropriate <p>*If 2 or more subjects are below target as highlighted in data collection – student will be placed on Progress Report with the Head of Sixth Form</p>	Insufficient improvement or progress shown from Step 1
3	<ul style="list-style-type: none"> • Meeting with subject teacher / HOD / Tutor / Head of Sixth Form / and or the Principal / student and parent/carers to discuss suitability for Post 16 at HCC. • Final warning issued. 	Insufficient improvement or progress shown from Step 2

