



Behaviour and conduct policy 2023/24

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Version control

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Policy approved by: Local Stakeholder Board
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Version	Date	Details
1.1	May 2023	Change made to College protocols (re. Contacting families) following an

		R3/R4 incident. Addition to banned items list (clarity of language).
1.2	September 2023	Timings amended for detentions. Safeguarding poster updated. Uniform expectations added. Updated Recognition Policy WAVES intervention added. Addition of Host School Placement intervention.
1.3	February 2024	Detail and clarity added to 'Searching in School'.

AIMS

- To develop an understanding of how good behaviour and attitude contribute to school life, adult life and work.
- To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- To provide a framework for rewards and sanctions that is communicated and is consistently applied across the College.
- To use data from behavioural incidents to inform early interventions and subsequent graduated responses.
- To encourage positive relationships with parents/carers in order to develop a collaborative approach to good behaviour and attitude.
- To develop relationships with external agencies to offer support or alternative provision for students at risk of permanent exclusion.

EQUAL OPPORTUNITIES

Under the Equality Act 2010, the College acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that academies must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to

ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice.

Teachers should seek to identify the underlying cause of behaviour (for example an unmet educational need) and put in place measures to address the cause, to prevent the behaviour from reoccurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that students who are displaying challenging behaviour because of an underlying educational need are not discriminated against.

The Equality Act 2010 is also clear that students and staff must be given equal opportunities and that education must meet the needs of all students. The protected characteristics are marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age.



Together; we care, we challenge, we excel

Dartmoor
Multi Academy
Trust

...everyone in our Trust.

COLLEGE CHARTER

Together we:

CARE

1. Be punctual:

Arrive on time (before 3 minute late bell) and follow College routines

2. Pride:

Wear your uniform correctly and show kindness to others

CHALLENGE

3. Conduct:

Follow all instructions from staff and reasonable requests

4. Prepared:

Have correct equipment (Tavi 7 - planner, reading book, pencil case, pen, pencil, ruler and eraser)

EXCEL

5. STAR:

Sit up, Track the speaker, Ask and answer questions like a scholar and Respect others

6. Work hard:

Demonstrate pride in your work with 100% effort and focus

• Develop a culture for learning and living • Community Cohesion • Ensure Inclusion is at the heart of all we do • Equality for All



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Trust**

...everyone in our Trust.

SAFEGUARDING OUR COLLEGE

If you have any concerns about your own safety, or that of another person, please talk to a member of our team or another adult at our College



H Blackmore
Designated Safeguarding Lead



T Forster
Principal



J Buchanan
Vice Principal



N Read
Assistant Principal



A Savage
Deputy Designated Safeguarding Lead/
Assistant Principal



S Hunter
HoY 7



N Ingleby
HoY 8



L Evans
HoY 9



R Squire
Deputy Designated Safeguarding Lead/
HoY 10



D Jacob
HoY 11



T Massey
Deputy HoY 7



S Marsh
Deputy HoY 8



S Fox
Deputy HoY 9



P Trimmer
Deputy HoY 10



N Murphy
Deputy HoY 11



W Stephens
Deputy Designated Safeguarding Lead/
Head of Sixth Form



E Ruxton
Sixth Form Pastoral Lead



L Howard
Sixth Form Pastoral Lead



R Turner
Director of SEND



J Brokenshire
Deputy Designated Safeguarding Lead

EXPECTATIONS

At Tavistock College we have the highest expectations of our students, staff and families. We strongly believe that there should be no gradation of expectation for our students, that every student is able to access their right to an education and that it is the responsibility of the whole school community to ensure that this is facilitated. Our approach at Tavistock College is one that is flexible, but consistent; where reasonable adjustments will be considered so as to prevent discrimination against any protected characteristic.

RESPONSIBILITIES

Students

Students are expected to take responsibility for their own behaviour. This includes abiding by our cooperative values, our mantras and our vision statement: Together we care, we challenge, we excel. Students have the right to disruption-free learning and have the responsibility to treat all staff and stakeholders with respect. Students are expected to wear the correct uniform and adhere to the College behaviour and conduct policy. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Students have the responsibility to resolve incidents and to have ownership of their progression and learning at Tavistock College.

Parents/carers/families

Parents/carers are expected to take responsibility for the behaviour of their child, both on site and when travelling to and from the College. This includes working in partnership with Tavistock College to assist in maintaining high standards of behaviour. Meetings should always be arranged with the specific member of staff; if you have a safeguarding concern that you wish to report then this can be made to the school reception or directly to the Designated Safeguarding Lead. The Headteacher reserves the right to ban parents/carers/families from the College site where good cause is warranted. From September 2023 they must sign the Family College Agreement (Appendix 1: Family College Agreement). Parents should use the Class Charts Parents application to track behaviour, attendance and in order to receive notifications of detentions.

Staff

All staff are integral to behaviour for learning at Tavistock College. All staff are responsible for ensuring the College policies are followed and implemented.

Tutors have the responsibility for:

- Fostering a supportive relationship with all tutees.
- Registering their tutor group.
- Checking and following up on uniform, attendance (with the attendance team) and low-level behaviour concerns.
- Creating a high-quality learning environment when delivering the tutor sessions.

Teachers have the responsibility for:

- Supporting every student so that they are well-educated, prepared for the future and able to live life to the full.
- Delivering a high-powered, knowledge-based curriculum.
- Setting challenging academic targets.
- Scaffolding the curriculum to ensure that every student is able to succeed.
- Rewarding students' effort and attainment.
- Ensuring that all elements of pastoral care are implemented.
- Caring about students' wellbeing and protecting their safety at all times.
- Enforcing the Tavistock College Behaviour and Conduct policy consistently and fairly.
- Protecting students from challenging behaviour by insisting on the highest standards and holding students to account for their actions.

Heads of Faculty (HOFs) have a core responsibility to ensure that learning comes first. This means that the HOF makes it a priority to ensure that there are consistently high standards of behaviour in their subject areas. The HOF should work with their departments to ensure that planning and resource preparation within lessons removes any potential barriers for learning. HOFs should analyse behaviour data in order to identify the need for any support. Where needed for any reason, intervention at HOF level should be implemented.

Heads of Year (HOYs) have the responsibility for the pastoral support, behaviour and attitudes, personal development and social and emotional wellbeing within their year group they are influential in embedding our cooperative values) and work with their year team to promote social and academic progress.

Working alongside the tutor and the attendance team, the HOY should track, monitor and intervene when there is cause for concern about a student's progress, achievement or attendance. HOYs should implement intervention to prevent escalation of any concerns through working with students, teachers, tutors and parents. Heads of Year are responsible for management of behaviour, including the investigation and resolution of incidents and preparing reports for SLT and ultimately the Principal. HOY and SLT are responsible for making decisions for internal exclusions.

The Senior Leadership Team is responsible for the implementation and daily management of the behaviour policy. They have a responsibility to ensure that all staff at Tavistock College take a consistent approach to behaviour management. They are also responsible for dealing with serious incidents when the HOY is not available or feels the matter is serious enough to be referred to a senior member of staff for action. Incidents that warrant a suspension should be referred to SLT for an initial investigation. This should then be passed to the Vice Principal for a decision to be made in conjunction with the Principal.

Supporting Achievement Meetings (SAMs)

The Vice Principal will accept referrals from staff members where there is a particular group of students or an individual student who is not responding positively to agreed procedures and systems. Referrals will be discussed at a panel meeting, where appropriate support will be put in place. Support could consist of a range of strategies including in-class support, team teaching, short term group work and work with members of the inclusion team. In serious cases the panel will also plan for intervention from external agencies and alternative provision. These referrals will now come into the SAMs held once a fortnight.

(Appendix 2: Referral form to SAMs)

Referral Form: <https://forms.gle/MpEcSyxMRNJpZ1WA6>

The Principal

The Principal is responsible for making final decisions on exclusions. In doing so the Headteacher is responsible for ensuring that statutory requirements are met for the DfE, Local stakeholder boards and the Dartmoor Multi Academy Trust. The Local stakeholder boards will support Tavistock College in maintaining high standards of behaviour. Through disciplinary panels as well as the Appeals process, they will ensure that statutory requirements have been met in cases of exclusion.

BEHAVIOUR MANAGEMENT SOFTWARE – CLASS CHARTS

The College works with Class Charts, a behaviour management system, used to log and track all behaviour. Class Charts can be used and accessed through an application by students, staff and parents/carers. Class Charts is used to notify parents and carers of detentions (through push notifications).

RECOGNITION (policy)

The recognition system provides pupils with the opportunity to receive rewards for their efforts and achievements. Our recognition policy is aligned with our College Charter and ensures all stakeholders are aware of the points they can earn and what those points represent. They can earn points through the following ways;

Care	Challenge (tutor only)	Excel (all staff)	SEND	Pastoral	HOF	SLT
Be punctual: Tutors award students who receive no lates over a week's period. (Weekly) 1 point	Conduct: Zero behaviour points throughout the week. (weekly) 1 point	STAR: Consistently meeting expectations in lessons 1 point	Good progress on bespoke targets 1 point	Meeting report target 2 points	Representing the school - fixture / show 5 points	Completing student voice 1 point
Uniform: Tutors award weekly students who are always in the correct uniform. (Weekly) 1 point	Prepared: Reward students who are meeting the criteria of the Tavi 7. (Weekly) 1 point	Work Hard: Outstanding piece of work 1 point	SEND referral	Increase in attendance / meeting attendance target 2 points	Rooted in reading - English only 1 point	
Showing a caring attitude 1 point		Work Hard: Outstanding effort 1 point		Improvement in behaviour 2 points	LAMDA - Creative arts only 1 point	
		Work Hard: Completing homework 1 point		Reception duty 1 point	Attended after school club 1 point	
					Literacy HIT - English only 1 point	

Spendable Recognition points

Students will be able to access a shop within ClassCharts to redeem a tangible reward for any points earned. Some examples are; cookie, drink, paninis, pen, pencil, tote bag, yearbook, prom ticket etc. Students will be able to collect their rewards from reception during social time.

Implementing our behaviour and conduct policy

Follow-up actions are needed to respond to challenging and inappropriate behaviour. A stepped approach to setting sanctions should be applied consistently, giving students opportunities to de-escalate situations at each stage.

Different categories of inappropriate behaviour have been agreed, starting at R1 (representing low-level disruption which can be dealt with effectively by the teacher) and moving up to R4 (where a student is at risk of a suspension or permanent exclusion). These categories have been detailed alongside expected action at each level (Appendix 4: Behaviour for Learning Consequence categories). A summary document for staff to use is shown in Appendix 5: Summary guide to behaviour for learning R1-R4.

Recording information on ClassCharts

An event should be entered on ClassCharts where there has been any R1 to R4 incident. Consistent recording of incidents by all staff is important as parents/carers have access to logged incidents. Therefore, written reports must be written factually without personal comment/judgements. Statements such as 'poor behaviour' or 'bad language' must be avoided. Details outlining what was done and said must be written and all reports must be written in the third person. Positive behaviour is also recorded on ClassCharts with staff awarding House points to celebrate and reward students' behaviour and learning.

Safeguarding concerns / incidents / events and follow-up should be logged accordingly on CPOMS.

Inside the Classroom Expectations

If a pupil fails to meet expectations within a classroom, a reminder of the College's expectations (specifically the College Charter) must be given. This is not logged anywhere and there is no requirement to write a name on a board etc. If that pupil continues to breach the College Charter, an R1 (reset) intervention should be issued. This must be logged on Class Charts when convenient. If a pupil continues this behaviour, this is then an R2 (Removal) intervention as it is persistently challenging behaviour. The pupil is sent to **Moorland Rescue**. When logging on Class Charts, it is only necessary to log the highest (numerically) behaviour as categorised in the Behaviour for Learning policy. The pupil will then spend the remainder of the lesson in Moorland Rescue and will have to complete a 25-minute detention at Recess 2.

Expectations/behaviour	College Conduct framework (scripts/strategies)
Pupil demonstrates poor levels of work / disrupting others / not following instructions / breaching College Charter	
Reminder	<p>‘Nick, you are talking across the classroom. Please can I remind you of our College Charter and that you should be working hard with 100% effort and focus.’</p> <p>Mark the moment of poor behaviour, but then redirect with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
R1 (Reset) - repeated challenging behaviour	<p>‘Nick, you have continued to lack focus and disrupt others. This is a reset of your behaviour and you are now on an R1.’</p> <p>This is now a formal recognition of the fact the student has breached the College Charter. Remind the student that it is their choice to not follow the Charter. Offer solutions on how to positively alter their behaviour:</p> <ul style="list-style-type: none"> - Set time markers for completing work - ‘You are here now and when I come back you should be here’ - mark with time. - Moving seats (if possible). - Ask them to take a minute to think about their behaviour.
<p>R2 (Removal) - persistent challenging behaviour</p> <p>Staff must log the R2 on Class Charts at the moment the student leaves the classroom.</p> <p>A more detailed comment can be added</p>	<p>‘Nick, you have now moved to an R2 for persistently disrupting the learning which means you can no longer remain in this class.</p> <p>‘You now need to go to Moorland Rescue.’</p> <p>At this point the student must leave the</p>

later.	room and go to Moorland Rescue.
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R3 and R4 behaviours (and logs) are for mid to high level issues arising predominantly outside of the classroom. The logging, oversight and management of these behaviours is the responsibility of the wider pastoral team and SLT.

A student who receives a second R2 (in class) will remain in Moorland Rescue for the day. Support will then be provided by the pastoral team and the necessary communication made with home.

Regulating student conduct and misbehaviour outside the school premises

Tavistock College aims to prepare pupils for a life beyond education. The College therefore reserves the right to apply all aspects of this policy to pupils recognisable as Tavistock College pupils (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DfE Guidance 'Behaviour in schools. Advice for Headteachers and school staff' February 2024.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

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

Tavistock College may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

The College is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from the College, educational visits or other placements such as work experience or college courses.

- good behaviour on the way to and from the College.
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public.
- reassurance to members of the public about school care and control over students in order to protect the reputation of the College.
- protection for individual staff and students from harmful conduct by students of the College when not on site.

The same behaviour expectations for students on the College premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the College premises

Sanctions may be given for poor behaviour off the College premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by staff. Sanctions may be in the form of detention, suspension or in very serious cases permanent exclusion. In issuing punishments, the following will be considered:

- the severity of the misbehaviour.
- the extent to which the reputation of the College has been affected.
- whether students were directly identifiable as being members of the College.
- the extent to which the behaviour in question would have repercussions for the orderly running of the College and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- whether the misbehaviour was on the way to or from the College, outside the College gates or in close proximity to the College.
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of an College programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the College) which might affect the chances of opportunities being offered to other students in the future.

Serious incidents

Serious incidents of bullying, fighting, discrimination or the use of inappropriate language both inside and outside of lessons, and both inside and outside of school, will be treated very seriously. Any R3 or R4 incident leads to an investigation. Students complete a statement sheet detailing their involvement or actions. The staff member who witnessed the incident must report the incident in writing to the relevant SLT / HOY. This should include a full and detailed report. Any witnesses to the incident must also be listed. Statements need to be full and clear as they may be used in disciplinary proceedings such as exclusions and disciplinary panels. They should contain no personal comments/judgments about the student(s) and be signed by the person making the statement.

A member of the pastoral team (i.e. Head of Year, Deputy Head of Year, Assistant Principal, or Vice Principal) or other staff member as is appropriately delegated (for example the member of staff involved) will contact home and inform the family of the incident and outcome of any investigation. The incident and outcome is logged and Class Charts and any relevant support and interventions that follow may be logged on an internal College system, such as Edukey.

Detentions

R2 detention - 20 minutes daily (from 1310)

Students receive an R2 (20 minutes) detention for any R2 incident that school day. If the incident occurs from P5 onwards, the detention is rolled over to the following day. Tutors can access the R2 detention list each day on Class Charts. KS3 teachers will check for any student who has a detention at the end of P4. When dismissing their group, teachers will then walk those students to the R2 detention room (BS1 for KS3). KS4 tutors will also check for detentions at the end of their tutor session (1310 - 1340) and then escort any students with a detention to BS2. Any student who refuses to attend the detention or walks off will be given an SLT detention (Thursday) for 60 minutes. Failure to attend or complete a Thursday detention will result in a Principal detention (Tuesday) for 60 minutes. Failure to attend or complete a Principal detention will result in an R3 - Moorland Rescue Full Day (8.40-3.10). Failure to complete a full Moorland Rescue day will result in a suspension.

Running an R2 detention (and expectations)

The detentions will be supervised by SLT and members of the pastoral team, notably HOYs.

1. Member of staff meets the students at the door as they come in and allocates their seat. Students are given reminders as per the normal policy (Reminder for first infringement, R1 for second infringement. At this point they are moved. R2 - failure of detention and escalated to Moorland Rescue Full Day the following day);
2. Member(s) of staff supervises from front and outlines expectations of silence for duration of detention. Questions are not permitted. E.g. when do I go - students will be informed.
3. Students not in silence/not compliant are reminded using the R system (as above).
4. Students are dismissed at the end of the detention, thanked for compliance and reminded to avoid getting a detention again
5. Detentions are 20 minutes for Yrs 7-11. A register will be taken at the beginning and marked as present on Class Charts.

Escalation of detentions

Any infringement during an R2 detention or missed R2 detention will result in a 60 minute SLT detention on Thursday (1510 - 1610).

Any infringement of an SLT detention will result in a 60 minute Principal detention on Tuesday (1510 - 1610).

Any further escalation will result in a Moorland Rescue Full Day. Any further escalation will result in a suspension (in the first instance).

Moorland Rescue (internal exclusion)

Students are sent to Moorland Rescue following an R2 or may be booked in for a Moorland Rescue Full Day by a member of the pastoral team.

- Student Expectations in Moorland Rescue

Following triage where the students hand over phones and leave bags and outside coats, the expectation for all students entering and working in Moorland Rescue is that:

1. A calm and quiet environment for students should always be maintained.
2. Students enter calmly and wait to be allocated a seat.
3. Students are expected to work in silence while completing any tasks.
4. All students are in full school uniform at all times (where applicable and possible; at times this might not be).
5. The behaviour and conduct system (along with the College Charter) will operate for students. Failure to follow instructions, not working or talking is a reminder and once R2 is reached, the student is removed by the SLT On Call (shadow) and exclusions will be considered.

- Students who walk out of Moorland Rescue

Student who walk out of Moorland Rescue without permission will automatically be booked in for the remainder of the day. Students who refuse to go back / walk out again / walk out on a booked in day session will immediately be excluded and then complete the day in Moorland Rescue upon return. The SLT On Call Support will follow up with the exclusion, if required.

Reasonable adjustments will be made for students following consultation with the Vice Principal and/or SENDCO.

INTERVENTIONS

Our menu of support for young people requiring additional intervention is organised through our **WAVES**. This is a tiered approach that provides clarity on what intervention is implemented at which particular stage and by whom. Strategies and links to important documents (such as Devon Relational Support Plans, Risk

Assessments etc) are included to provide a wider contextual view of the support for each young person identified.

Reports

Reports should be used for short periods of time (e.g. two weeks) and relate to specific areas of concern (e.g. homework, truancy, behaviour, effort, etc.). Three smart targets should be set. The success of these targets must be measured from 1-5 where 1 is not met and 5 is fully met.

Targets should be judged against the attitude to learning (ATL) criteria used by the College for reporting progress. If the target is focused on a more specific area of concern, staff should use a best fit approach whereby a score of 5 means the target has been fully met and where 1 means the target has not been met.

5 - Student is highly motivated and is able to work exceptionally well in all situations.

4 - Student is well motivated and completes all work set to a good standard.

3 - Student is not always well motivated and sometimes requires support to work well.

2 - Student requires teacher support to stay on task and work is often incomplete.

1 - Student requires significant teacher support to produce work and behaviour disrupts the learning of others.

Targets could be areas identified through academic monitoring or as a result of analysis of behaviour report. Reports should normally be issued by tutors, HOY or HOF or SLT and checked on a daily basis. The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and the targets set.

Parents/carers must be informed that a student is on report. Parents/carers need to sign the report daily and must be contacted at the beginning and end of the report process. The completed report card must be passed on to the school office to be placed in the student's file.

It is important that follow-up action is taken in the event that a student fails a report. In this instance the tutor must refer to the, then to the HOY/HoF and then to a member of SLT affiliated with the students' house. Students who fail on report to a member of SLT will begin on the Pastoral Support Process (PSP) (Appendix 7: Report Card).

Referral to Supporting Achievement Meetings (SAMs)

If any student is not responding to the usual behaviour for learning strategies or Learning Passports or inclusion strategies, then they can be referred to the Support Achievement Meetings (SAMs) for assessment of possible support. Staff complete SAMs Panel referral form and pass to Vice Principal (Appendix 2: Referral form to

SAMs). The SAMs Panel meets fortnightly and agrees further actions and by whom (HOYs, SENDCO, EWS, Safeguarding manager, Pastoral SLT and Vice Principal). The recipient of the referral then carries out actions and provides feedback to the referral source. Possible interventions are outlined in the Support section.

Support

We aim to support all our students to ensure that every child succeeds during their time at Tavistock College. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Referral to relevant agencies
- Referral to SEMH support staff
- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), teaching assistants, key workers, youth workers, trainee psychology students, the Child Protection Coordinator.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Part-time timetable
- Referral to outside agencies such as the school's Educational Psychologist, CAMHS, Social Care
- Additional support around transition points

EXCLUSIONS

Internal Exclusion

A student can be internally excluded for a lesson/remainder of lesson following a R2 incident. Students who demonstrate R3 behaviour (mid to high level behaviour) can be internally excluded (see Appendix 5: Summary of categories). The school day in Moorland Rescue is from 8.40am to 3.10pm. Students in Moorland Rescue will be expected to undertake work centrally held, on Google Classroom or work set by teachers. Students in internal exclusion will not be allowed out at break or lunch but will be given time in the day to have refreshments.

If an R3 incident has occurred, then this should be referred to the student's AHOY/HOY for investigation. The member of staff witnessing the event must call

home and refer to AHOY/HOY. Statements should be written and signed by the students involved or witnesses of the event. The HOY will then:

- email the member of staff in charge of Moorland Rescue to arrange the time when the student can go into the internal exclusion unit. Ensure the tutor, SSO and pastoral SLT members are informed.
- contact home to inform parent/carers of the incident and the length of time to be spent in internal exclusion.
- incident and actions to be logged on ClassCharts.
- The member of staff in charge of Moorland Rescue sends a text home on the day of the internal exclusion.

Host School Placement

In certain circumstances and to avoid suspension the College may refer a student to lesson removal at another (host) school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour.

Any referral to a host school will be completed in consultation with parents/carers.

If a student fails/refuses to attend then a suspension could be issued.

Circumstances that could result in a student spending time at a host school include, but are not limited to, the following breaches of the behaviour policy:

- unsuccessful lesson removal;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media; and
- fighting.

The College follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent statutory guidance.

Suspension and Permanent Exclusion

Suspension

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, malicious setting of the fire alarm or where such breaches are neither serious enough to merit

permanent exclusion nor minor enough for detention or referral to Moorland Rescue to be appropriate. Only the Principal can exclude, and in their absence this power falls to the Vice Principal. A letter is sent home to parents outlining the reason for the suspension and the duration. This is then attached to the students' profile on Arbor. A reintegration meeting is then organised for when the student is due to return to school and a contract is signed (Appendix 8: College contract); at this meeting the reason for the exclusion is discussed, targets are set and support from the College is agreed upon. All stakeholders sign this contract and it is then attached to the students' profile on Arbor and a copy is given to the parents/carers, HOY and Vice Principal.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, Tavistock College will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion. The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. A list of reasons for a permanent exclusion, but is not limited to, can be found in the R1-R4 categorisation of behaviour (Appendix 5).

Statutory Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023).

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Only the principal can exclude, and in their absence this power falls to the Vice Principal. Prior to any decision being taken on a permanent exclusion, an interview must be conducted between the student and Principal (Vice Principal in Principal's absence) to enable the student to make their case. This is then documented.

If a decision to permanently exclude a student is made by the Principal, the Governing Body will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the Headteacher's decision.

The Governors' Panel will comprise three members of the Governing body. They should have had sufficient training to be able to effectively challenge the Principal's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

The following people should be invited to attend, and every effort made by the school to enable them to attend:

- parents/carers (the student may also attend)
- a Local Authority representative (typically an Inclusion Officer)
- the Principal and other relevant representatives from the school.

Prior to the hearing, Tavistock College will also provide a body of evidence which contains the following reports/statements to all parties prior to the disciplinary panel hearing. This may include the following:

- A log of behaviour incidents and associated sanctions
- The letter from Principal to parent/s confirming exclusion and stating the reason/s for exclusion
- Details of any previous exclusions
- Previous correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident/s which led to the permanent exclusion. (The school will anonymise or summarise student statements to protect the identity of those providing statements).
- Reports of counselling/support undertaken.

Reasons for suspensions and permanent exclusion

The list of reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is not exhaustive and the Principal reserves the right to use professional judgement based on individual circumstances when considering whether to exclude a pupil.

Pupil suspension or permanent exclusion category

Code	Description
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PERM	Permanent exclusion
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SUSP	Suspension
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Pupil suspension or permanent exclusion reason

Code	Description
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PP	Physical assault against a pupil
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PA	Physical assault against an adult
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VP	Verbal abuse / threatening behaviour against a pupil
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VA	Verbal abuse / threatening behaviour against an adult
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OW Use or threat of use of an offensive weapon or prohibited item

BU Bullying

RA Racist abuse

LG Abuse against sexual orientation and gender identity

DS Abuse relating to disability

SM Sexual misconduct

DA Drug and alcohol related

DM Damage

TH Theft

DB Persistent disruptive behaviour

MT Inappropriate use of social media or online technology

Reintegration protocols at the College

Reintegration meetings must be held following any form of exclusion. A College contract should be used to support the discussion. Targets should be set that relate directly to the previously poor behaviour demonstrated. Support should then be outlined in the appropriate section. This might include:

- On report;
- Intervention with class teacher;
- Enhanced pastoral support;
- CAMHS referral;
- Early Help referral;
- EWO referral;
- Supported resolution;
- Counselling;
- SEND support/investigation;
- EP referral.

The contract must be signed by the student, students' family member and staff member present. The support should then be shared with the relevant staff members, contract added to Exclusion Referral Form (ERF), saved to Arbor profile and then a physical copy stored.

Child on Child abuse / Sexual harassment and online sexual abuse

Tavistock College takes all reports of sexual harassment and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are

clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Tavistock College aims to prepare and equip our students for issues and situations related to sexual harassment and online abuse through our curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved, taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment could include, but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Tavistock College will follow the following process when incidents of sexual harassment or sexual abuse are reported. Tavistock College recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;

- Any relevant context to behaviours;
- Wishes of victim;
- Ongoing risk.

Tavistock College will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Tavistock College will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include, but are not limited to:

- Restorative meeting (if appropriate);
- Behaviour contract;
- Internal exclusion;
- Suspension;
- Managed move;
- Permanent exclusion;
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Tavistock College will work in-line with the safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Tavistock College will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

Smoking – including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment.

Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, then this will result in 1-2 days in Moorland Rescue (depending on context). Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. Students will also receive sanctions for smoking near the school and on their way to and from school. Items will not be returned to students and parents will be contacted to come and collect the items. If they do not, they will be disposed of by the school according to the guidance in the DfE document as above.

Banned Items

Students must not bring any of the items listed below on to the College premises. The College will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarettes and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include matches, lighters, 'legal highs', and laser pens
- E-cigarettes and vapes.
- pictures of staff or students without appropriate consent
- medication which has not been accounted for under the medication policy.

Searching in School

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Statutory guidance: Searching, Screening and Confiscation (July 2022).

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by those authorised by the Principal.

Searching students - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
2. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please refer them immediately to Moorland Rescue/SLT depending on the nature of the concern.
3. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
4. The member of staff may use a metal detector to assist with the search.

5. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
6. Parents should be informed of anything found which is inappropriate.
7. All searches should be logged.

Use of reasonable force

The College is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly.

The College follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in emergency situations. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of

students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Allegations against staff

The College has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

Tavistock College should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance. Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the College's Complaints Policy and all complaints have the potential for consequences for the staff concerned (this is managed through the Dartmoor Multi Academy Trust). For this reason, where it is concluded that a student has made a malicious allegation against a member of staff, College sanctions will be applied in a way that the College considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the College. Suspension is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

Uniform Policy

Tavistock College uniform plays an important part in contributing to the ethos and values of the College.

The wearing of our uniform allows students to identify with the College and demonstrates their pride in being a student at Tavistock, both in College and in the community. It is also practical, smart and reduces expenditure for families. College uniform and PE Kit can be purchased from Lawsons in Tavistock (1 Parkwood Rd, Tavistock PL19 0HG) and PE kit from Fitness for Sport in Plymouth (142 Cornwall St, Plymouth PL1 1NJ).

Required items:

- ✓ Black sweatshirt with Tavistock College badge and/or a black blazer with Tavistock College badge
- ✓ Tavistock College tie
- ✓ Plain white collared shirt – buttoned to the collar (worn tucked in)
- ✓ Plain black trousers or tailored button waist black shorts
- ✓ Tavistock College tartan skirt

Acceptable trousers	Not-acceptable trousers
Plain black full length tailored trousers, not tight around the ankles. School tailored shorts (black, formal tailored shorts).	Jeans style trousers eg. heavy cotton, studded trousers Leggings, Jeggings, Hipsters Tracksuit bottoms Tight skinny legged trousers.
Acceptable skirts	Not-acceptable skirts
Tavistock College tartan skirt. This should not be rolled up and should sit on the knee (i.e. knee length where the seam on the skirt sits above the knee directly).	No other skirts are acceptable.

Year 11 (2023/2024) are permitted to wear a black skirt which adheres to the previous uniform policy - Black knee length skirt either A-line or pleated.	
Acceptable shoes	Not-acceptable shoes
Plain black shoes - trainers are acceptable providing they are all black with black logos and black soles.	Long boots or 'Ugg' style fur boots, Crocs, sandals, open toe shoes.
Acceptable outerwear	Not-acceptable outerwear
A coat for outside wear only.	Tracksuit tops, hoodies and baseball caps.
Sportswear	
PE kit can be purchased from Fitness for Sport and Lawsons Tavistock College PE Top Tavistock College shorts or skirt or leggings Black sports socks Gum shield for contact sports Shin pads for football and hockey <u>ITEMS THAT ARE HIGHLY RECOMMENDED</u> Studded boots for use on the astro and the field	

Jewellery and Make-up

- The wearing of excessive make-up for College is inappropriate and not encouraged. If worn, make-up must be minimal and subtle (no unnatural colours). The wearing of jewellery, other than a watch and earrings, is not allowed on health and safety grounds. Any piercings **MUST** be removed for PE and Dance for health and safety reasons.
- If students have piercings requiring them to wear additional jewellery, such as nose studs, extra ear studs, eyebrow studs, tongue studs etc. they will be told to remove them during the College day even if this means the piercing will close up. If worn for religious reasons a request should be made in writing to the Principal and each case will be considered on an individual basis.

Hair

- Long hair must be tied back or a headband worn in PE, Dance and in any lessons that it is deemed necessary by the teacher for health and safety grounds, for example design and technology and science. No extreme hairstyles or colours are allowed.

Adherence

- Families are expected to ensure that students wear full College uniform at all times and abide by these expectations. If a student deliberately fails to wear the full College uniform or the student contravenes hair or jewellery expectations, they will be removed from lessons and recreation time until the

non-uniform item is rectified. Whilst wearing Tavistock College uniform students are representing the College in the local community.

Any behaviour out of College whilst wearing our uniform, which falls short of our expectations and which brings the College's reputation into disrepute may result in disciplinary action by the College.

Mobile phone policy

Tavistock College is a 'mobile device free school', which means that for Year 11 students and below, mobile devices must not be used, seen, or heard at any point anywhere on the College site. (Students in Year 12-13 may use mobile devices in study areas such as the octagon. Year 12-13 student devices must be out of sight and switched off in other areas of the college. We have taken every step to stop the study relying on their mobile device during the school day, these include better equipping subjects and facilities with more books and equipment. Students will have planner to write down their timetable that also includes relevant useful information how and where to report issues, Behaviour for Learning rules, key staff, revision tips and careers guidance.

***Mobile devices - includes all forms of mobile devices, earphones, headphones and air pods / similar devices. These are not permitted to be used on the College site during the College day.**

To this end we recommend that mobile devices are not brought into College by students. However, we understand that some parents/carers feel that it is necessary for their children to bring a mobile phone to College for contact purposes outside of school hours when their children are travelling to and from College. If this is the case, we recommend that only the least-expensive models and brands are used, and that they should be protected with passwords and marked for security. If a student chooses to bring a mobile device into College s/he does so at the owner's own risk, and is expected to abide by the following rules which control the use of mobile devices:

(1) Mobile devices may only be brought into the College so that students can contact parents on their way to and from school. As soon as they enter the school gate mobile devices are turned off and left in their bag. Arrangements can be made to leave them securely in reception and collect at the end of the day sanction free.

(2) If a student does bring a mobile device into the College it must be switched off before the student comes on to the college site, kept switched off (i.e. powered off; not on silent) throughout the student's time in college, and kept out of sight at all times. The mobile device must not be accessed and switched on again until the student has left the College premises at the end of the day. (Note thus that the policy also applies to extra-curricular and revision sessions after school.)

(3) College Reception/ KS3 and KS4 hubs remain a vital and appropriate point of contact for parents/carers and can ensure children are reached quickly in the event of an emergency. Parents who need to pass messages to their children during the school day should telephone the college reception that is manned all day in the usual way and not try to contact their children directly by mobile. Students may access College telephones if they need to contact a parent/carer.

Reception telephone number - 01822 614231

(4a) Any student found using a mobile device, with a phone visible or with a phone switched on, at any time on College premises, will have the phone confiscated, and receive 2 negative behaviour points logged on class teacher by that member of staff. Any member of staff can log and confiscate the phone. The mobile phone will be held securely in college Reception until the student collects the phone at the end of the College day.

- *A second and any subsequent offence will result in the phone being confiscated with parents/carers being required to collect the mobile phone in person from the college at the end of the College day.*
- *Persistent mobile device use will result in consultation with parent/carer to put in appropriate strategies e.g. hand in every morning; leave at home.*

(4b) If any student refuses to hand over their mobile device for any staff member they will be sent to Moorland Rescue. This could include a pick up from their lesson after recess. They will receive negative points for mobile phone misuse and a Moorland Rescue Referral. In Moorland Rescue (see behaviour policy) students will hand over their device and will have it returned at the end of day from reception.

(5) Students who bring a mobile device into College should make every effort to reduce the risk of theft during school hours. Pupils who carry mobile devices are advised to keep them well concealed. Arrangements can be made through Tutor for the mobile phone to be handed in at the beginning of the day.

(6) If students bring mobile devices into College during any examination, it is their responsibility to follow the examination regulations with respect to mobile phones and electronic devices. The examination guidelines now include all watches.

(7) Any mobile device that is brought into school will be at the owner's risk. The College accepts no responsibility for loss of, damage to, or cost incurred relating to mobile devices (including if they are confiscated). It will not always be possible for staff to investigate the loss of mobile devices. The device will be labelled with a student name and placed in an envelope. A quick check will be made and noted on the form such as "cracked screen" to stop liability.

(8) Students will continue to be educated through the curriculum and pastoral programme about the safe use of mobile devices.

(9) The majority of our systems such as class charts can be assessed on Google Chrome books that will be available in KS3/ KS4 hubs and communal areas if students would like to access their emails. The Key Stage administrators are able to offer any assistance with these systems and to pass on or receive communication.

(10) Special considerations around mobile phones will be reviewed case by case by the Head of Year. This may include strategies in their EHCP, medical needs such as checking blood glucose levels, students with EAL to support their learning journey and access their curriculum. In these special cases students will be identified.

Visitor use

- Visitors should not use their personal mobile devices during student contact. These should be turned off whilst in school;
- Parents/carers are not permitted to take photos/videos during assemblies or other school performances as the school is unable to make sure photos are not edited or put on social media websites;
- School Photographers will be treated as any other visitor and appropriate levels of supervision will be in place at all times.
-

Responsibility for mobile phones and other mobile devices

- The school accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile technology. It is the responsibility of staff, parents, students and visitors to make sure that mobile technology is properly insured.