



Behaviour Policy 2024/25

Document control		POLICY LEVEL: School/College	
Approved by	LSB	Approved Date	September 2024
Portfolio / Author	Principal	Next Review	September 2025
Published Location	https://www.tavistockcollege.org/our-college/policies/		
Version Number	Date issued	Author	Update information
1.1	May 2023	J Buchanan	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	J Buchanan	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	J Buchanan	Detail and clarity added to 'Searching in School'.
2.0	September 2024	J Buchanan	Trust-wide behaviour policy

Contents

Appendix 1: R1- R4 categories



Our purpose

Working together to provide the highest quality of education for all local children, in order to ensure young people from all backgrounds are able to succeed.

Our mission

Using our individual and collective strengths to improve our schools and provide an excellent experience for everyone we serve and to have a positive impact on our local communities and wider influence and reach.

1. Our Aims

Structures encouraging behaviour and discipline	Creation of an environment with good behaviour; Tavistock College has clear rewards and consequences in place. In addition Tavistock College trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms. This is through an induction programme and weekly CPD for all staff, regardless of level, as well as frequent monitoring by SLT.
Promotion of self-esteem	Tavistock College encourages students to value, honour and respect themselves and others.
Provision of a safe environment	Tavistock College will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the school will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
Early intervention	Tavistock College will try wherever possible to be proactive rather than reactive in all situations.
Building relationships with families	Tavistock College will seek to build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing all behaviour policies. Instances of poor behaviour will result in meeting with parents in order to prevent repeat occurrences. Tavistock College will actively teach and encourage students to take responsibility for their actions.
Encouraging responsibility	



Ensuring teaching points are made	Tavistock College will ensure that behaviour incidents are teaching points that are learned from by all.
Teaching pupils explicitly how to behave	Pupils will be taught explicitly how to behave according to the College Charter through frequent modeling of routines.

2. Roles and responsibilities

Within the College there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Local Stakeholder Board (LSB)	Behaviour – roles and responsibilities The LSB will establish, in consultation with the principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. LSB members will support the College in maintaining high standards of behaviour.
Principal	The principal will be responsible for the implementation and day-to-day management of the policy and procedures.
Pastoral team	The pastoral team will monitor the implementation of the behaviour policy, train staff in the implementation of the behaviour policy, work with pupils to model outstanding behaviour and analyse behaviour data for trends that may prevent repeat occurrences of poor behaviour.
House Leader	The Head of House is responsible for setting and ensuring high standards of behaviour and for leading a positive culture of learning and inclusion which enables every young person to have a strong sense of belonging and care. They ensure high standards of personal tutoring and supportive academic mentoring. They are also responsible for ensuring clear connections between curriculum outcomes and inclusion so that there is an holistic understanding of a young person's experience and how they are best enabled to be successful.



Staff	Staff, including teachers, support staff and teachers in training, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied both inside and outside of the College. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.
Families	Parents and carers will take responsibility for the behaviour of their child both inside and outside the College. They will be encouraged to work in partnership with the College in maintaining high standards of behaviour and will have the opportunity to raise with the College any issues arising from the operation of the policy.
Students	Students will be expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

In addition, the Trustees, Local Stakeholder Board, Executive Leadership Team and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with our equalities policy. They will also ensure that the concerns of students are listened to and appropriately addressed.

3. Our local expectations

The College Charter is an artefact of our College culture and, importantly, our school rules. The Charter is a clear, consistent, explicit, easy to understand set of rules that are overtly communicated with students and staff. The intention is that these rules and expectations become habitual and complement the vision and values of the College.



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

Together; we care, we challenge, we excel



Behaviour Expectations

Our staff should have high expectations of all students at all times. We use language that focuses on the positive behaviour we wish to be demonstrated as a way of modelling and de-escalating situations. If a student 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 student continues to breach the College Charter, an R1 (reset) intervention should be issued. This must be logged on Class Charts when convenient. If a student continues this behaviour, this is then an R2 (Removal) intervention as it is persistently challenging behaviour. The student is sent to **Moorland Rescue**. The student will then spend the remainder of the lesson in Moorland Rescue and will have to complete a 20-minute detention at lunchtime.

An 'out of class' R2 is given for any behaviour that does not meet expectations out of the classroom.

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.

4. Procedures

The principal will develop the procedures from this policy, which will be included in staff handbooks and playbooks. Procedures and practices will cover the following:

- Building a culture of success;
- Classroom behaviour;
- Rewards;
- Outcomes;
- Removal of students from class; and
- Tracking behaviour.

The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which will be made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the College equally. Each



member of the College community is responsible for the whole community where we live and work.

5. Rewards and sanctions



Care	Challenge <i>(tutor only)</i>	Excel <i>(all staff)</i>	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	



6. Suspensions and Permanent Exclusions

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; 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 when 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 not limited to, can be found in the R1-R4 categorisation of behaviour (Appendix 1).

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 (LSB) will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the principal'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 appropriate. 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 signing and dating 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.

Before the hearing, Tavistock College will also provide a body of evidence containing the following reports/statements to all parties before 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 college will anonymise or summarise student statements
- to protect the identity of those providing statements).
- Reports of counselling/support undertaken.

7. Bullying

- Every pupil has the right to attend a college free from bullying. We will explicitly deliver an anti-bullying strategy and will take the following steps when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff where appropriate;
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident(s) and will then decide about the best course of action;
- The classroom teacher/coach and Head of Year or Phase Leader will be kept informed and if the incident is repeated or persistent then he/she will advise the appropriate Senior members of staff;
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Sanctions and restorative measures will be used as appropriate and in consultation with all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

Please see the Anti- Bullying Policy for more details.

8. Sexual Harassment and Sexual Violence

Every child has the right to come to school and feel safe and secure with their fellow peers and staff members. At Tavistock College, we are committed to the safeguarding of all our pupils and take any allegation of sexual harassment and sexual violence seriously.

- We make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;



- We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and we understand that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- We know that Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers and that additional barriers can sometimes exist when recognising abuse in SEND children. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO or the named person with oversight for SEN
- Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- We are aware that staff can be victims of sexual violence and sexual harassment and we will always act against this.

If sexual harassment or violence is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff and the DSL. The staff/s dealing with the incident will themselves conduct interviews and gather evidence about the incident and will then decide about the best course of action; whilst making sure that this is handled in a very sensitive and confidential manner.

- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Sanctions and restorative measures will be used as appropriate and in consultation with all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

We will manage each incident on a case-by-case basis but we are committed to taking action and issuing consequences for incidences of child-on-child abuse including the behaviours below:

- Unwanted touching;
- Feeling pressured to do sexual things they did not want to;
- Sexual assault of any kind;



- Unwanted or inappropriate sexual comments;
- Rumours about sexual activity;
- Sexist name-calling;
- Being sent sexual pictures or videos they did not want to see;
- Being put under pressure to provide sexual images of themselves;
- Having pictures or videos that they sent being shared more widely without their knowledge or consent;
- Being photographed or videoed without their knowledge or consent;
- Having pictures or videos that they don't know about being circulated.

Where incidents are considered of a criminal nature, we will seek guidance and support from our schools' police officer to ensure the case is managed appropriately.

Please see the Anti-child-on-child Abuse and Bullying Policy and the Safeguarding policy for more information on child-on-child abuse, sexual harassment and sexual violence.

9. 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 a 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.

10. Searching, screening and confiscation

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.

Before screening or conducting a search of a pupil, it is vital that we recognise and consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist us in deciding how to exercise our searching powers in a lawful way.

When exercising our powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Principals and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below but not exhaustive) or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;



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

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the principal, or a member of staff authorised by the principal, can carry out a search. The principal can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The principal oversees the College's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;



- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Using a dynamic risk assessment, a decision will be made on the course of action for a student who refuses to be searched.

Tavistock College will act in accordance with the Searching, Screening and Confiscation Guidance when a search is needed.

[Statutory guidance: Searching, Screening and Confiscation \(July 2022\).](#)

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 and also that a search has been conducted.
7. All searches should be logged.

There is no reason that any member of staff will ask a child to remove any clothing in a search which will expose any of their private body parts.

11. 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.

12. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

13. 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.
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
ITEMS THAT ARE HIGHLY RECOMMENDED
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.

14. Device and media statement

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.

16. Monitoring, evaluation and review

This policy will be promoted and implemented throughout Tavistock College. This policy is monitored on a day-to-day basis by the principal and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This behaviour policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the principal.

Dartmoor Multi Academy Trust

...everyone in our Trust.





Appendix 1

R1 – R4 categorisation of behaviour

Folder	Category name	Escalation / sanction	Information follow-through:
R1	<p>Incorrect Uniform (reset)</p> <p>Failure to follow instructions and reasonable requests (reset)</p> <p>Unprepared for learning (reset)</p> <p>Failure to STAR (reset)</p> <p>Failure to work hard (reset)</p>	No escalation	Logged on Class Charts
R2 (in class)	<p>Late to lesson</p> <p>Incorrect Uniform (removal)</p> <p>Failure to follow instructions and reasonable requests (removal)</p> <p>Unprepared for learning (removal)</p> <p>Failure to STAR (removal)</p> <p>Failure to work hard (removal)</p>	<p>Escalation to Recess 2 detention - 25 minutes - held from 1335 to 1400. This is all logs that have been logged prior to 1320. All logs for P5 roll over to next days Recess 2 detention.</p> <p>Failure to attend Recess 2 detention results in Thursday SLT detention (60</p>	<p>Alert to DHOY, HOY, AP, LSOs.</p> <p>Logged on Class Charts</p>



		<p>minutes after school)</p> <p>Failure to attend Thursday SLT detention results in Tuesday Principal Detention (60 minutes after school).</p>	
R2 (out of class)	<p>Running indoors</p> <p>Dropping litter</p> <p>Physical contact (pushing/shoving)</p> <p>Swearing / foul language</p> <p>Out of class without note</p> <p>Eating/drinking in corridors (inc. chewing gum)</p> <p>Truancy</p> <p>Late to College</p> <p>Less than acceptable behaviour during transitions / line-ups</p> <p>Lack of equipment</p> <p>Use of mobile phone</p>	<p>Escalation to Recess 2 detention - 25 minutes - held from 1335 to 1400. This is all logs that have been logged prior to 1320. All logs for P5 roll over to next days Recess 2 detention.</p> <p>Failure to attend Recess 2 detention results in Thursday SLT detention (60 minutes after school)</p> <p>Failure to attend</p>	<p>Alert to DHOY, HOY, AP, LSOs.</p> <p>Logged on Class Charts</p>



		Thursday SLT detention results in Tuesday Principal Detention (60 minutes after school).	
R3	<p>Verbal abuse to staff</p> <p>Online bullying</p> <p>Social media misuse</p> <p>Verbal bullying</p> <p>Physical bullying</p> <p>Disability Discrimination</p> <p>Derogatory language</p> <p>Dangerous behaviour</p> <p>Inappropriate physical contact</p> <p>Conflict inside or outside of the College</p> <p>Bringing Tavistock College's name into disrepute</p> <p>Uniform - persistent defiance</p> <p>Serious damage to property or site</p> <p>Theft</p>	<p>Moorland Rescue Full Day (1-2 days depending on incident).</p> <p>Investigation towards possible suspension/exclusion.</p>	<p>Alert to DHOY, HOY, AP, VP, DSL, LSOs. Logged on Class Charts.</p>



	<p>Graffiti</p> <p>Persistent truancy to lessons</p> <p>Persistent lateness to lessons</p> <p>Racist incident</p> <p>Homophobic incident</p> <p>Bi-phobic incident</p> <p>Transphobic incident</p> <p>Sexist bullying</p> <p>Inappropriate sexualised language</p> <p>Smoking on or off-site (including e-cigs, vapes and possession of smoking materials)</p> <p>Refusal to hand over mobile phone</p>		
R4	<p>Defiance in Moorland Rescue</p> <p>Malicious allegation</p> <p>Fire alarm misconduct</p> <p>Persistent disruptive behaviour</p> <p>Being in possession of an offensive weapon</p> <p>Being in possession of drugs</p>	<p>Managed by pastoral team and SLT.</p> <p>Moorland Rescue Full Day.</p> <p>Suspension</p> <p>Permanent Exclusion</p>	<p>Alert to DHOY, HOY, AP, VP, DSL, Principal, LSOs.</p> <p>Logged on Class Charts.</p>



	<p>Being in possession of alcohol</p> <p>Serious ongoing bullying</p> <p>Serious dangerous behaviour</p> <p>Assault on a student</p> <p>Assault on a member of staff</p> <p>Serious vandalism on College site</p> <p>Sexual harrassment</p> <p>Sexual violence</p> <p>Serious threatening behaviour to staff and other students</p> <p>Serious incident outside school</p> <p>Distribution of illegal images</p> <p>Persistent malicious allegations</p>		
--	--	--	--