

Tenacity • Integrity • Compassion • Knowledge

Behaviour for Learning Policy

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Behaviour for Learning Policy

This policy should be read in conjunction with other College policies:

- Child Protection and Safeguarding
- Special Educational Needs and Disabilities
- Anti-Bullying policy
- WeST Exclusion Policy
- WeST Behaviour for Learning Framework

1 Purpose

- To ensure that all students, parents/carers, staff and trustees are aware of the high expectations of Egguckland Community College in terms of Behaviour for Learning.
- To promote good behaviour through good conduct, self-discipline and respect.
- To create consistency for students, so that they know what is expected of them.
- To maintain a safe learning environment that is free from bullying or unkind behaviour.
- To enable all students the right to experience learning in disruption free classrooms.
- To encourage enthusiasm for all aspects of learning, creativity and academic success.
- To embrace difference, encourage tolerance and challenge prejudice.
- To prepare students to become responsible adults.

2 Behaviour Principles

We believe in fostering a culture where students uphold four key values: tenacity, integrity, compassion, and knowledge. These values help shape not only the academic success but also character development and social responsibility for our students. These support the principles listed above.

1. Tenacity: Tenacity refers to the perseverance and determination to overcome challenges and achieve goals. In our school, we encourage students to demonstrate tenacity by:

- Setting ambitious academic and personal goals.
- Facing obstacles with resilience and a positive attitude.
- Seeking help and support when needed, rather than giving up.
- Celebrating efforts and progress, regardless of outcomes.
- Inspiring others through their commitment and perseverance.

2. Integrity: Integrity is the foundation of trust and honesty in all actions and interactions. Students are encouraged to demonstrate integrity by:

- Acting with honesty and transparency in academic endeavours.
- Respecting intellectual property and avoiding plagiarism.
- Taking responsibility for their actions and accepting consequences.
- Being trustworthy and dependable in group work and collaborations.
- Upholding ethical standards even in challenging situations.

3. Compassion: Compassion involves showing kindness, empathy, and understanding towards others. In our school, students are encouraged to demonstrate compassion by:

- Supporting classmates who may be struggling academically or emotionally.
- Respecting diversity and fostering an inclusive environment.
- Standing up against bullying, discrimination, and injustice.
- Listening actively and offering support to peers in need.

4. Knowledge: Knowledge is the pursuit of learning and understanding in all aspects of life. Students are encouraged to demonstrate a thirst for knowledge by:

- Engaging actively in classroom discussions and activities.
- Seeking out opportunities for intellectual curiosity and exploration.
- Embracing lifelong learning beyond the classroom.
- Sharing knowledge and insights with peers to enrich the learning experience for all.

By adhering to the key values of tenacity, integrity, compassion, and knowledge, students in our school not only excel academically but also grow into compassionate, responsible, and respectful individuals. These values serve as guiding principles in shaping positive behaviour, fostering a supportive and inclusive school community where every student can thrive.

Parents/carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at the College, in the local community and in preparation for their life when they leave the College.

3 Aims and Objectives

This policy sets the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces the right behaviours.
- Delivers consistent consequences for the wrong behaviour.
- Outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning
- Seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions
- Enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning
- Supports and promotes wider College policies such as the Anti-Bullying policy, E-Safety policy, the Equalities Policy and Special Educational Needs and Disabilities Policy.
- Allows the College to meet its legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students are detailed in the Child Protection and Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are also detailed in the Anti-Bullying policy and are regularly monitored for their effective implementation.

4 Possible Sanctions in College

At the College, we adopt a policy of escalating sanctions, where the applied sanction is believed to be proportionate to the incident which has occurred.

Sanctions referred to in this policy include:

- Warnings
- Detentions (social time and/or after-school)
- Removal from lesson to The Compass
- Internal Isolation
- External Isolation (at another WeST school)
- Confiscation
- Suspension
- Permanent Exclusion

5 Conduct in Lessons

Students should:

- Line up quietly outside the classroom or learning space prior to the start of the lesson and wait to be welcomed in. We call this Thresholding.
- Enter the classroom or learning space in a silent and calm manner, and prepare for the lesson by taking out any equipment required.
- Partake fully in the Low Stakes test activity as directed by the classroom teacher.
- Listen in silence whilst the member of staff leading the lesson speaks or explains a task.
- Listen in silence whilst other students contribute in the lesson.
- Raise their hand to ask a question without calling out unless directed otherwise.
- Work exceptionally hard without disrupting any other student learning.

At the College, we follow a Warn – Remove policy.

- If a student fails to meet any of these expectations they will be given a clear warning.
- This will be recorded on the board with a reason.
- A further teacher action may be carried out such as asking the student to move seats or having a short one to one conversation regarding how the student needs to amend their behaviour to meet our expectations.
- The second time during a lesson that a student fails to meet these expectations they will be sent to 'The Compass'.
- Students will complete two lessons and a social time in the Compass.
- This may be extended if students do not meet our expectations in the Compass.
- In The Compass, students will be provided with ICT access via a laptop/iPad so that they can access either a recorded lesson in English or Science, or Maths via SPARX.
- Failure or refusal to go to The Compass is likely to result in a suspension, with their time in The Compass completed upon their re-admittance to the College.

6 Mobile Devices (Phones/Tablets)

These devices are not banned from College as we recognise that they may be needed for the journey to and from College each day; however, we do operate a 'See it, Hear it, Lose it' policy as soon as the 8:35am bell has rung and until 3:05pm. Further information can be found in our [Electronic device policy](#).

7 Vaping and Smoking

No student will vape or smoke on Eggbuckland Community College grounds or when dressed in the uniform of our College. If a student smokes or vapes or chooses to associate with smokers the consequences will be as outlined below:

- Vaping or smoking in school will not be tolerated and may lead to a one-day external isolation or possible suspension. We consider the circumstances around each incident before making an informed decision.
- Refusal to hand over Vaping or smoking paraphernalia when asked by senior College staff will lead to a suspension. Also, as a result there will likely be follow up bag checks when the students returns.
- All Vaping and smoking related paraphernalia will be destroyed and will not be able to be collected by Parents or carers.
- If a student is found to have vaped and it is believed to have THC or any other illegal substances this will most likely lead to Permanent Exclusion as would the use of any other illegal substances.

8 Search and Confiscation

In line with legislation, the College reserves the right to search a student if they have reason to believe that they are carrying prohibited items or unauthorised substances. Searches will be

conducted in line with DfE publication: Searching, screening and confiscation – Advice schools (July 2022)

Only members of the Leadership Team have the authorisation to conduct a search. This must be witnessed by an additional member of staff who may not be from the Leadership Team.

Only the Principal and delegated members of the Leadership Team are able to utilise the statutory power to search students or their possessions (including mobile devices), **without** consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

A search should be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched, where possible it will also take place under CCTV and away from other students.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff. Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings. The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights. If a student fails to comply with the search and confiscation protocol, we will seek the advice and support of the police to carry out the search if it is deemed necessary by the Principal.

Prohibited items include:

- Knives or weapons
- Any item that has been modified so that it can be used as a weapon or to cause harm.
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Vapes, Tobacco, cigarettes and other smoking paraphernalia.
- Fireworks
- Pornographic images/literature
- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

9 Confiscation

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance, and will either be destroyed or handed over to the police.

10 Behaviour in Corridors and Around the Site

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through or loitering in corridors. To avoid congestion, we encourage students to keep to the left.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times students are expected to do the following:

- To sit/stand with their friends before College, break, lunch and after school in the designated duty areas of the school. (Not to be in areas which are out of bounds)
- Eat food in designated areas only.
- To take part in any of the designated activities which are available during social time, such as curriculum or sporting based clubs

I I Students with Special Educational Needs and Disabilities

Students who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the Behaviour for Learning policy. However, reasonable adjustments will be made for some individuals. Advice from the College's Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff.

Alternative strategies will be employed as agreed with all stakeholders at the regular SEND review meetings of the Individual Support Plan (ISP). Staff can refer to the Inclusion master on SIMS for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

Reasonable Adjustments

Systems rigorously check whether a reasonable adjustment needs to be applied to each individual pupil as part of applying the behaviour policy.

- a) A clear strategy and approach for reasonable adjustments, which should be set out clearly in both the school's SEND policy and the Behaviour policy.
- b) Systems that rigorously check whether a reasonable adjustment needs to be applied to each individual pupil as part of applying the behaviour policy. These should be sufficiently robust such that no pupil would have their reasonable adjustment 'missed' at any point.
- c) Tracking and analysis to ensure SEND pupils are not disproportionately disadvantaged by the behaviour systems. Behaviour policies must cite the Equality Impact Assessment that has been carried out. The best reasonable adjustments are decided in advance, in writing and in conjunction with the parents.

Ensuring reasonable adjustment is in place for SEND pupils is essential when using behaviour rooms. Types of adjustment that schools use include frequent breaks/walks, alternative locations, adapted or shared time (e.g., SEND & Reflection). Wherever possible, this adjustment and the consequences should be discussed with parents and an agreement should be agreed in writing.

I2 Behaviour in The Compass

There are a number of things that will happen once a student has been sent to The Compass. The following is a simplified version of our binary behaviour process:

The student arrives in The Compass:

- The student will be asked to hand in their mobile phone.
- The student will be asked to complete the Student engagement booklet which includes a student voice section regarding what led to them having to be in The Compass.
- The student will access work online – this is a selection of recorded lessons or SPARX Maths based on their core curriculum.

- At the next break in the day, the student is expected stay in The Compass.
- The student will be able to order food from a menu to be delivered to The Compass to each during break time.
- The student remains in The Compass until they have completed sufficient work, have demonstrated positive behaviour and have been in The Compass for a minimum of 2 hours unless there is a reasonable adjustment in place which has been agreed by either the director of SEND or another member of the Leadership team.
- Students will be given warnings much like in a lesson if they do not comply with the expectations in the Compass.
- If a second warning is given to a student then a 'pre-suspension' intervention call is made to a parent/carer by a member of the Leadership or Pastoral teams. This call is to inform/carers parents that the student is at risk of a suspension should there be any more behaviour which requires staff intervention. These calls are supportive and designed to allow parents to speak to students where possible to help them engage and avoid further sanction.
- If the student continues to fail to meet our expectations, this may result in a suspension. The length of this suspension depends on each individual incident and the behaviours displayed by the student.

13 Graduated response and interventions

In instances of student persistent misbehaviour, we look to use a graduated response approach aimed at addressing the root causes of behaviour and supporting students in making positive choices. The response is structured in levels, with interventions escalating based on the severity and frequency of the misconduct.

Please see the graphic behaviour which illustrates some of the interventions at the differing levels of our graduated response, from Universal provision (Level 0), through to Level 3.

Intervention and Support Indicator	Level 0 Universal Provision (Whole School Approaches)	Level 1 Universal/Targeted Provision (Teachers, tutors, HOY, HOD, Attendance team)	Level 2 Universal/Targeted Provision (HOY, HOD, Attendance, SEND Leads, Attendance team)	Level 3 Universal/Targeted/Specialist Provision (HOY, SLT, SENCo, DSL, EWO, Headteacher, Attendance team)
Behaviour	0-10 Visits to The Compass/0-1 suspensions <ul style="list-style-type: none"> • Clear and consistent boundaries • Routines established in the classroom. • Behaviour system is clear and concise for all. • Use of praise and positive reinforcement. • Positive reward system used across the College. • Milestones for positive behaviour recognised. • Celebration assemblies • Reflection Work • Restorative Approaches • Reintegration Meeting • Report card monitoring • CTL intervention 	10-20 Visits to The Compass/ 2+ suspensions <ul style="list-style-type: none"> • HoY monitoring • PSP • Teacher feedback • Parental meeting with HoY • SEND meeting • Report card monitoring • Behaviour Agreement • CTL meeting with parent 	20-30 Visits to The Compass/4+ <ul style="list-style-type: none"> • Counselling • Manged move • Inclusion support • SEMH referral • EP assessment • Timetable changes • Parental meeting with AP • SEND meeting • LT monitoring- Designated member 	30+ Visits to The Compass/ 5+ suspensions <ul style="list-style-type: none"> • Specialised Timetable • Parental meeting with VPP • Reduced Timetable • External WeST package • Re-engagement package at Cluster school • Alternative Provision • Organised move to another WeST school • Permanent Exclusion

14 Detention System

There are 4 categories of detention:

Curriculum detention

These are awarded by subject teachers and are 20 minutes in length and usually take place at break 1 or 2 in the awarding teacher's classroom or an agreed area which is communicated to the student. These detentions are set for students failing to complete homework. If a student fails to attend this, their detention is escalated to a 30-minute detention afterschool.

Social time detention

This is awarded when a student has been judged to have behaved inappropriately during break or lunch times. This detention can be for the remainder of that social time or for multiple social times depending on individual circumstances and events. These are supervised by members of the Leadership Team and staff assigned to this duty area.

Late detention

If a student is late to school (after 8:35am), they receive a same day detention for 30 minutes. This takes place from 3:10pm-3:40pm and is supervised by members of the Leadership team, Pastoral team and our Behaviour Manager. During this time, students are provided with access to ICT so that they can use their time productively to complete homework or revise their subjects. If a student fails to attend without a valid reason or communication from a parent/carer, then this is 'upscaled' to 60 minutes the following day.

Upscaled detentions

Upscaled detentions are only awarded if a student fails to attend an afterschool detention for either being late or being removed from lesson. These are 60 minutes in length. This takes place from 3:10pm-4.00pm and is supervised by members of the Leadership team, Pastoral team and our Behaviour Manager. During this time students are provided with access to ICT so that whilst in detention they use their time productively to possibly complete homework or revise their subjects. If a student fails to attend this escalates sanction they will internally isolated in The Compass and parents will be notified when this will be. Students will still be expected to complete the outstanding 50 minute detention that they have failed to sit.

I5 Truancy

Truancy, internal or external, is not tolerated by the College.

A student will be considered to be truanting, and therefore refusing to comply with instructions if:

- They do not attend their timetabled lesson
- They are found Out of Bounds
- They are found out of lessons and refuse staff requests to attend/return to their timetabled lesson
- They refuse staff requests to attend The Compass
- They are removed from a lesson but refuse to attend The Compass
- They are intercepted out of a lesson by staff and hide/run away from staff

In the event of truancy, the College will:

- Undertake a restorative discussion with the student to identify potential barriers to learning.
- Explore barriers to learning with key staff members (SEND, HoY, Pastoral Support).
- Implement any relevant supportive strategies and consider escalation of sanctions if they continue not to engage positively with staff and go where they are instructed to as they are persistently disrupting others.

Sanctions Process:

Where there are no reasonable barriers to learning established, the following sanctions for truancy will be implemented:

- Stage 1: Student will stay in the Compass for the remainder of that day. If truanting Period 5, then they will be in for the whole of the next day.
- Stage 2: If this behaviour continues and becomes a pattern for a student, then parents/carers will be asked to meet with their child's Pastoral Leader. In addition to the sanction in stage 1 students may have their social withdrawn and will be required to stay in The Compass so we can make sure we know where they are.

Ongoing truancy, where supportive discussions and previous actions have not instigated change, may result in us seeking a different educational provider through a Re-engagement Package or Managed Transfer.

To safeguard those truanting, staff will:

- Monitor the Redflag email system and class registers to identify unscheduled student absence.
- Undertake a location check with key college areas to ensure that students are not missing from timetabled lessons for a legitimate reason. (lateness, meeting, scheduled appointment) or (present in MCI, the Library, in the Medical Room or receiving First Aid, with other pastoral staff)
- Request a physical sweep of the site to ensure that students are not internally truanting. (toilets and stairwells checked).
- Log on Class Charts that truancy has taken place.

If students are not located, or are found but then abscond again, staff will:

- Contact parents to alert them of the absence.
- Request that parents try to make contact with the student, and contact us to let us know they are safe.
- If they cannot reach the child, parents are advised to contact the police on 101.
- If we cannot make contact with the parent, a voice message/email if left advising them of the situation and requesting that they call us.
- If parents do not call back, contact is made with our local policing team to advise them of the situation.
- Attempts to make contact with the parent/carer will be repeated until we are successful in reaching them.

16 Lines in the Sand

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our College. An indicative but non exhaustive list would include:

- Bringing recreational drugs into College (This includes vapes that contain THC or Spice)
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff
- Verbal and/or aggressive intimidation of staff
- An unprovoked or violent attack on another student
- Wilful damage to College property

17 Suspensions and exclusions

We believe that learning is the most important reason for being in College and that opportunity to learn must be protected at all times.

A Suspension from College may be necessary in order to protect the learning opportunity of others.

Any decision to exclude for either a suspension or in rare cases, a permanent exclusion, is not taken lightly.

The following offers a more detailed outline of how the process works:

This Eggbuckland Community College policy is written in line with the WeST Exclusion Policy and the DfE Guidance cited and linked below:

[WeST Exclusion Policy](#)

[*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023.*](#)

17.1 Suspension - Principles

- The College is a learning institution which aims to provide life chances for all of its students. We view suspensions as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to suspend is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to suspend.
- We recognise the detrimental impact of suspensions on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.
- Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.
- We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- We also take account of our statutory duties in relation to Special Educational Needs and Disabilities.
- We aim to involve parents as early as possible in any process.

17.2 The decision to Suspend/Exclude

The decision to exclude is made solely by the Principal, or a nominated senior member of staff in their absence.

There are five circumstances where a student may be required to leave the College site with the authorisation of the Principal:

- Where a decision has been made to suspend/exclude.
- Where a student has committed a serious criminal offence outside the jurisdiction of the College and it is determined by the Principal that it is in the interests of the community for the student to be educated offsite. This is not a suspension/exclusion.
- Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension/exclusion.
- If a student is given permission by the Principal to leave the premises briefly to remedy a breach of the College rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.
- Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance the student can be refused entry, and it is likely that the Police will be notified. This is not an suspension but an unauthorised absence in the first instance but could lead to suspension/exclusion following a full investigation.

The decision to suspend a student is not taken lightly and the Principal will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations

- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken including the signed statements of witnesses
- Ensure SEND advice has been taken into account where appropriate.
- Ensure that every effort has been taken to contact a parent and keep them informed throughout the process.

The standard of proof applied when deciding to suspend is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

Suspensions will not be used as a consequence for the following:

- Minor incidents such as a failure to complete homework
- Poor academic performance
- Lateness
- Breaches of the College rules on uniform or appearance except where these are persistent or in open defiance of such rules
- Pregnancy
- As a punishment for the behaviour of their parent / carer

Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Unless exceptional circumstances agreed with parents/carers, students must be collected by a parent/carer/responsible adult. Work will be provided.

17.3 Suspension

The decision to suspend a student for a fixed-term may be taken in response to breaches of the College's Behaviour for Learning policy.

Examples of behaviour that may lead to a suspension include the following:

- Verbal abuse of staff or students
- Persistent disrespectful behaviour to staff
- Persistent disruptive behaviour and refusal to comply with instructions
- Physical abuse of students
- Indecent behaviour
- Minor or slight damage to property
- Misuse of illegal drugs or other substances
- Theft
- Actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying and / or supplying an illegal substance
- Carrying an offensive weapon* or a banned item
- Arson
- Persistent poor behaviour contrary to acceptable behaviour outlined in the College's expectations in section 2 of this policy
- Bullying including cyber-bullying

(* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that exclusion is an appropriate sanction.

The Principal may exclude a student for one or more fixed periods which do not exceed a total of 45 College days in any one College year.

During a suspension of 5 or fewer days, work will be set by the College for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

For an exclusion of longer than 5 days, the Local Authority will arrange fulltime educational provision from the sixth day of that suspension.

Before the end of any suspension, parents / carers will be invited to attend a reintegration/re-admittance meeting at the College with their child. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the exclusion from being repeated. The College will consider all further support needed to help the student, including referral to external agencies if appropriate. In addition to the return from suspension meeting students will spend two lessons and break time in the Compass to help ensure that they are ready to return to classes, during this time students will work independently and one of the Pastoral team will also speak to the student to help support them in successfully going back into their timetabled lessons.

During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal College hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

17.4 Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the College and always avoided wherever possible. The decision to permanently exclude is taken only:

- In response to serious breaches of the College's Behaviour for Learning policy and
- If allowing the student to remain would seriously harm the education or welfare of that student or others at the College .

A student may be permanently excluded where there have been repeated breaches of this Behaviour for Learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that Egguckland Community College has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Principal it is appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Serious bullying including cyber-bullying
- Being in possession of an illegal substance and / or supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol. This includes vapes containing these substances.
- Carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances.)
- Terrorism, extremist behaviour, radicalization or the brain-washing of others
- Wilful or serious damage to College property

Again, this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The College operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.

Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

17.5 Trust responsibilities

WeST have the responsibility for reviewing decisions made in relation to permanent exclusions.

Parents / carers have the right to appeal the decision to exclude their son / daughter. Full details of how these meetings operate can be found within the DfE Guidance cited below: [*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023.*](#)

17.6 Informing Parents / Carers

Following any decision to suspend or permanently exclude, the Principal must inform a parent / carer by putting the decision to exclude in writing and stating the date the suspension takes effect.

The letter must explain:

- Why the Principal decided to suspend the student.
- The arrangements for enabling the student to continue their education, including setting and marking the student's work
- The parents' right to see and have a copy of their child's record (there may be a small administration fee for this)
- The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of a suspension.
- If the suspension is for a fixed period, the letter will also state the length of the suspension and the date and time the student should return to the College and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student
- For permanent exclusions the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that trustees will meet to review the decision

18 Behaviour Outside the College Gates

Our Behaviour for Learning policy covers behaviour not only within College but outside of College.

Students are expected to demonstrate a high standard of conduct on the journey to and from College as each person is an ambassador for our College. Students are expected to:

- To arrive at College and leave College in full uniform (students are not permitted to wear hoodies under their blazers)
- To use the traffic lights and lollipop crossings where possible to cross the road safely
- To use any cycle lanes/pedestrian zones (including pavements) safely
- To take any litter home and dispose of it properly
- To respect our neighbours and all local residents

Students who exhibit poor behaviour out of College, but who are identifiable to the College, may receive a sanction for bringing the College into disrepute.

We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any College-organised or College-related activity
- Travelling to or from College and wearing our College uniform, or in some other way identifiable as an Eggbuckland Community College student

Or for behaviour which at any time;

- Could have repercussions for the orderly running of the College, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the College