

Behaviour for Learning Policy

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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

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1 Purpose

- To ensure that all students, parents/carers, staff and trustees are aware of the high expectations of Eggbuckland Community College (ECC) 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

All of our Behaviour Principles are in line with Westcountry Schools Trust (WeST) of which we are part:

1. Excellent pupil behaviour in school and in lessons is essential for children to feel safe and flourish academically and pastorally.

2. Connect before correct - excellent behaviour is built and sustained through positive, trusting relationships between staff and students. Staff should act as calm, professional and compassionate role models at all times.

3. We never assume that students know how to behave. They are all different and have diverse backgrounds, experiences, home lives and previous school experiences. We always teach students how to behave in clear, simple terms before seeking to correct them.

4. Public praise, private criticism - always preserve dignity and respect, even in the face of provocation:

a. We seek to reward, exemplify, and amplify positive behaviours (caught, sought, and taught)

b. We believe that clear boundaries are necessary, and sanctions are a valuable tool as indicators to young people that acceptable boundaries have been crossed.

5. Behaviour routines at Eggbuckland are simple, clear, and well understood by all. There should be no surprises for students, parents, or staff.

6. We aim to set students up for success, not catch them failing.

7. We never sanction young people for behaviour or situations which are outside their control.

Examples of these include:

- a. A student with ADHD fiddling with their pen.
- b. A student with ADHD frequently interrupts during lessons by blurting out answers or comments, despite efforts to wait their turn, because they struggle to regulate impulsive responses.
- c. A student being late to school because the school bus was delayed.
- d. A student being late to a lesson because another teacher stopped them in the corridor on the way and delayed them.
- e. A student not completing homework because they could not understand the task, despite seeking help from staff, attending drop-in sessions and using support materials such as handouts or videos.

8. Our behaviour policy includes a 'Reasonable Adjustment' section, detailing how we fulfil our moral imperative to be fair and proportionate in line with point 7, as well as complying fully with the Equality Act 2010 in relation to SEND and particularly disability.

9. Our behaviour policy and practice is underpinned by our shared Trust values and ECC values :

Collaboration: The 'trinity' of school, home and child is critical for success, with all three elements supporting each other.

Aspiration: We are committed to explicitly teaching pupils how to behave, fostering self-discipline, and guiding them to become respectful members of society. By working diligently to identify and eliminate barriers to positive behaviour, we ensure that every pupil is supported in achieving their best.

Respect: We recognise the importance of every identity, culture and voice. Respect is shown through rational, fair and proportionate actions, clear and consistent communication, and reasonable adjustments where needed. All members of our community are expected to uphold respect for themselves, others and the learning environment. This means treating every individual with dignity, promoting inclusion, and ensuring that people feel safe, valued and able to participate fully.

Tenacity: We are determined that our Behaviour for Learning Policy supports every student to become an exceptional graduate of Eggbuckland. Through consistently high expectations, clear routines and appropriate support, we encourage students to persevere, respond positively to challenges and take responsibility for making successful choices.

Integrity: We act ethically at all times, choosing to do what is right even when no one is watching. Pupils adhere to rules, while adults apply procedures with consistency and adaptability, thoughtfully considering each pupil's unique needs and perspectives.

Compassion: We carefully consider the impact of our systems on those most affected, using data to ensure interventions are effective and sanctions are fair. Local governance and leadership regularly review behaviour statistics and key indicators.

Knowledge: We believe that excellent behaviour creates the calm, safe and purposeful environment in which knowledge can flourish. By explicitly teaching and reinforcing positive learning behaviours, protecting lessons from disruption and encouraging curiosity and active participation, our policy enables every student to engage fully in learning and achieve their potential.

10. Certainty not Severity – we prioritise fair, proportionate and consistent consequences, with a strong emphasis on prevention, early intervention and constructive solutions rather than relying solely on punitive measures.

11. Address the behaviour, not the individual. We avoid labelling pupils or making personal characterisations based on observed behaviours. Behaviour is managed calmly and respectfully so that the pupil's dignity is maintained while expectations remain clear.

We believe in fostering a culture where students uphold our College 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.

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:

- Warning- Given for disruptive or distracting behaviour in lessons.
- Detentions (social times only) for either being late to school or behaviour during social times.
- Removal from lesson to The Compass for two periods and a social time. This is known as Reset and is applied when students are repeatedly disruptive and/or distract others in a lesson. This sanction gives students time to learn independently and seek support from the Pastoral team before rejoining their usual timetable.

- Reflection- Five periods of independent learning and intervention support from our Pastoral Team, in our Reflection room in the Compass- This sanction is used for high level behaviour concerns such as escalations from Reset and truancy, for example.
- Offsite Direction- This is a high-level intervention rather than a sanction which is used when a student has shown repeated incidents of concerning behaviour over time and has not responded positively to other interventions and support. This can also be used for a single serious incident. The sanction is used as part of our graduated response. More information on Offsite Directions can be found in section 21.
- 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 quiet and calm manner, and prepare for the lesson by taking out any equipment required.
- Fully take part 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.
- Remain in their seats unless directed or given permission to leave their seat.
- Follow teacher instructions first time.
- 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' where they will attend Reset.
- In Reset 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. Further details on this can be found in section 12.
- 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 students enter the College site, and until they leave. Further information can be found in our Electronic device policy.

We also ask that any student who uses the toilet during lesson time leaves their phone on the teacher's desk. If the student is later found in possession of their phone at the toilet, they will be asked to go to The Compass and will also be required to hand in their phone for the remainder of the day.

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 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 the DfE publication: [Searching, screening and confiscation in schools](#)

Only the Principal and delegated members of the Leadership Team and the DSL 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. This must be witnessed by an additional member of staff who may not be from the Leadership Team.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search and where possible it will also take place under CCTV and away from other students.

There is a limited exception to this rule.

This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they will immediately report this to another member of staff, and ensure a record of the search is kept.

Also, where appropriate and necessary we may utilise the security scanner wand. This is non-invasive and will only be used if there are still concerns regarding students being in possession of prohibited items after a search of their bag and blazer have taken place. This will only be used by members of the Leadership team.

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)

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.

Before any search takes place, the member of staff conducting the search will explain to the student 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 co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. If a student continues to refuse to co-operate, an escalated sanction may be necessary, ensuring we are responding to misbehaviour consistently and fairly. If a student fails to comply with the search and confiscation protocol, we may seek the advice and support of the police to carry out the search if it is deemed necessary by the Principal.

9 Child-on-Child Abuse, Online Behaviour and Serious Violence

Schools must recognise child-on-child abuse, harmful sexual behaviour, bullying, prejudice-based behaviour, serious violence and incidents involving online activity as safeguarding concerns as well as behavioural issues. *Keeping Children Safe in Education (KCSIE) 2026* emphasises that such concerns can occur both within and beyond the school environment, including online. It also highlights that a lack of reported incidents should not be interpreted as an absence of risk.

Schools should foster a culture in which students feel confident to raise concerns and report incidents, and where adults respond appropriately, taking all disclosures seriously and avoiding any minimisation of harmful behaviour.

Where concerns involve online activity, mobile devices, images, social media, generative AI or potential criminal offences, staff must follow safeguarding procedures, preserve evidence where appropriate, avoid unnecessary viewing, sharing or storage of harmful material, and seek prompt advice from the Designated Safeguarding Lead (DSL).

Any behavioural response should be aligned with safeguarding processes and supported by effective communication with parents or carers. Where necessary, schools should also work with children's social care services and the police.

If a report suggests a risk to a victim, an alleged perpetrator, a witness or the wider school community, leaders should consider whether a risk and needs assessment is required. Assessments should be recorded, regularly reviewed and used to inform decisions about supervision, movement around the school site, access to the curriculum, transport arrangements, reintegration planning and any temporary separation measures.

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. Students must always follow one-way systems where they exist.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson (before the late bell) 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).

- Students should be in the correct Year group zone.
- Eat food in designated areas only.
- To consider taking part in any of the designated activities which are available during social time, such as curriculum or sporting based clubs

11 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).

Reasonable Adjustments

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

a) ECC has a clear strategy and approach for reasonable adjustments, which is set out clearly in both the ECC's SEND policy and this policy.

b) Both our SEND and Pastoral teams review whether a reasonable adjustment needs to be applied to each individual student as part of applying the behaviour policy. These are regularly shared with all staff so that no student would have their reasonable adjustment 'missed' at any point.

c) At ECC there is regular tracking and analysis to ensure SEND students are not disproportionately disadvantaged by the behaviour systems. Our reasonable adjustments are decided in advance, in writing and in conjunction with the parents and staff when first agreed or an and staff when first agreed or any changes are made.

Ensuring reasonable adjustment are in place for SEND students is essential when using behaviour rooms and our Behaviour Team works closely with our SEND team to ensure information regarding all students is shared in a timely and effective manner. Types of adjustment that schools use can include frequent breaks/walks, alternative locations, adapted or shared time (e.g., SEND & Reflection). Wherever possible, this adjustment and the consequences are discussed with parents and an agreement should be agreed in writing and logged centrally on our systems.

12 Expectations 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:

- If removed from lesson they will be directed to the Reset area of the Compass

- The student will be asked to complete an online student voice form regarding what led to them having to be in The Compass.
- The student will then 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 which is delivered to The Compass during break time.
- The student remains in Reset until they have completed sufficient work, have demonstrated positive behaviour and have completed 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 student receives a second warning in Reset, they will move to Reflection and spend additional time in The Compass. A member of the Leadership or Pastoral Team will contact a parent or carer to explain that the student is continuing to display disruptive or non-compliant behaviour. The call is intended to be supportive and to help the student re-engage and avoid further consequences. Warnings are reset if a student moves to Reflection.
- If a second warning is given to a student who is in Reflection, then an intervention call is made to a parent/carers by a member of the Leadership or Pastoral teams (this will be a second call if they started in Reset). This call will explain that the student is at risk of suspension if their behaviour does not improve. As with all intervention calls, the aim is to work together to support the student in meeting expectations.
- If the student continues to fail to meet expectations, a suspension may be issued. The length of any suspension will depend on the nature and seriousness of the behaviour.

13 Graduated response and interventions to meet need

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.

Level 0 Universal Provision (Whole School Approaches)	Level 1 Additional Provision (Teachers, tutors, HOP, CTL, Attendance team)	Level 2 Targeted Provision (HOP, CTL, Attendance, SEND Leads, Attendance team)	Level 3 Acute Provision (HOP, SLT, SENDCo, DSL, EWO, Headteacher, Attendance team)
0-10 Visits to The Compass/1 suspension	10-20 Visits to The Compass/ 2+ suspensions	20-40 Visits to The Compass/6+ suspensions	40+ Visits to The Compass/ 10+ suspensions
• 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 • Parental meeting with PL	• HoY monitoring • PSP • Teacher feedback • Parental meeting with HoY • SEND meeting • Report card monitoring • Behaviour Agreement • CTL meeting with parent • 1-2-1 support from Behaviour Manager or Behaviour Support Coordinator • 1-2-1 support from Pastoral Leader • RFS intervention work • 1-2-1 Support with Behaviour Manager or Behaviour Support Co-ordinator.	• Counselling • Inclusion support • SEMH referral • EP assessment • Timetable changes • Parental meeting with AP • SEND meeting • LT monitoring- Designated member • RFS intervention work	• Specialised Timetable • Parental meeting with VP/P • Reduced Timetable (If SEND and appropriate) • External WeST package- OSD • Re-engagement package at another local school • Alternative Provision • Permanent Exclusion

14 Detention System

There are 3 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. Support will be available for students to complete the missed homework. If a student fails to attend this, their detention is escalated to a 30-minute detention at break or lunch time.

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 at break and is supervised by members of the Pastoral team or 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 regarding lateness, then this is 'upscaled' to a reflection.

15 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, HoP, 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 in Reflection.
- 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 Offsite Direction.

To safeguard those truanting, staff will:

- Monitor the Redflag email system, class registers and Classcharts notifications 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 MC1, 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/carers 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)

- Using or bringing in a weapon with intent to use, including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- Persistent disruption across the College
- 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 Egguckland 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 student referral units in England, including student movement](#)

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 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.

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 where appropriate
- 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 or refusal of offered uniform alternatives.
- 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 (including Smart Glasses)
 - Arson
 - Persistent poor behaviour contrary to acceptable behaviour outlined in the College's expectations in section 5 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 up to 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 students 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 at risk of being permanently excluded. A student who is found in possession of these items on site even if they did not bring them in 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](#)

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 are regularly given guidance on how to behave while using transport to and from school, particularly public transport and around road safety.

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 Egguckland 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

19 Safeguarding and Behaviour

Behaviour concerns are always considered alongside safeguarding, attendance, SEND, mental health and wider contextual factors. In line with *KCSIE 2026*, ECC staff remain

professionally curious where behaviour may indicate abuse, neglect, exploitation, serious violence, harmful online activity or other vulnerabilities. Concerns are always promptly recorded and shared with the DSL or deputy DSL.

Where behaviour is linked to emerging family, welfare or safeguarding needs, the College will use appropriate early help and targeted support. Behaviour sanctions and support plans will not delay safeguarding referrals, and safeguarding action sit alongside clear expectations, boundaries and proportionate behaviour responses

Safeguarding Separation – this is a separate, non-disciplinary safeguarding measure that we may need to use where a student needs to be kept apart from another student or group of students because of an allegation of harm and the risk cannot be safely managed on site. Consistent with DfE Suspension and Permanent Exclusion (July 2026) and Keeping Children Safe in Education, it will only be used where necessary, be time-limited and reviewed regularly. It will not be used for behaviour management, as a behaviour sanction, as part of a disciplinary investigation, or recorded as a suspension. Clear records and appropriate educational arrangements will be maintained throughout.

20 Restrictive Intervention and Use of Force

Reset and Reflection rooms are **not used as seclusion spaces**. We do not believe in isolating/secluding students unless it is for the safety of the students or others.

Where restrictive intervention, reasonable force or seclusion is used, ECC follows:

- DfE Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026); and
- Relevant Trust policies and procedures.

ECC leaders will ensure that:

- Preventative and de-escalation strategies are considered first.
- Reasonable adjustments are made where required.
- Safeguarding implications are fully considered.
- Appropriate support is provided following any incident.
- All incidents are accurately recorded in CPOMS and reviewed by the Principal.

Any use of restrictive intervention must be:

- **Lawful**
- **Reasonable**
- **Necessary**
- **Proportionate**

Restrictive intervention will **never be used as a form of sanction**

21 Offsite Direction

An Offsite Direction is a supportive intervention that may be used by Eggbuckland Community College to help improve a student's behaviour, engagement and educational outcomes. It involves a temporary placement in an alternative setting where a student can access targeted support and intervention. This is commonly a placement at another Secondary School within WeST but other schools can be considered when exploring this intervention with parents/carers.

An Offsite Direction is **not a sanction, punishment or exclusion**. It is a planned and purposeful strategy designed to address barriers to success, support positive behavioural change and reduce the risk of suspension or permanent exclusion.

In accordance with Section 29A of the Education Act 2002, the Headteacher may direct a student to attend education off-site to improve their behaviour. Any decision to use an Offsite Direction will be made following careful consideration of the student's individual circumstances, including any SEND, safeguarding needs and underlying factors that may be contributing to behavioural difficulties.

Eggbuckland Community College will ensure that any Offsite Direction:

- Is used as a supportive intervention rather than a punishment.
- Is proportionate, purposeful and in the best interests of the student.
- Takes account of individual needs, including SEND and safeguarding considerations.
- Involves parents/carers throughout the process.
- Is regularly reviewed against clear outcomes.
- Maintains a strong focus on successful reintegration into the College.

An Offsite Direction can provide:

- Opportunities to develop self-regulation, resilience and positive learning behaviours.
- A fresh environment in which to re-engage with education.
- Improved attendance, learning engagement and wellbeing.
- Structured support to enable a successful return to mainstream education at Eggbuckland Community College.

The overall aim is to support long-term improvement in behaviour and educational outcomes.

Prior to any placement, the College will work closely with the student, parents/carers and the receiving setting to ensure a positive transition. Clear expectations, support strategies and behavioural targets will be agreed and regularly reviewed.

Students directed off-site remain on roll at Eggbuckland Community College. The College retains responsibility for the student's education, attendance, safeguarding and overall welfare throughout the placement.

Regular communication will be maintained between the College, the student, parents/carers and the alternative provision to monitor progress and evaluate the effectiveness of the intervention. Formal reviews will normally take place at least every six weeks, or more frequently where appropriate.

Reintegration will be planned from the outset of the placement and will form a key part of all review meetings. Before a student returns to Eggbuckland Community College, a reintegration meeting will be held involving the student, parents/carers and relevant staff. Progress made during the placement will be reviewed, ongoing support needs identified and a personalised reintegration plan agreed.

Following their return, students may receive additional support through regular staff check-ins, mentoring, pastoral support, and other interventions as well as ongoing behaviour monitoring to help ensure a successful transition back into mainstream education.

22 Summary

At Eggbuckland, we believe that positive behaviour is built through clear routines, strong relationships, consistent expectations and a culture of respect. Expectations for behaviour are explicitly taught, reinforced and modelled by all staff, creating a calm, safe and purposeful environment where every student can thrive.

Maintaining high standards of behaviour requires a whole-school commitment. Through consistent practice, appropriate support and fair consequences, we promote positive choices and help students develop the self-regulation, responsibility and resilience needed for success in school and beyond. Creating and sustaining a positive behaviour culture is an ongoing process that depends on the collective dedication, consistency and persistence of the entire school community.