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## POSITIVE BEHAVIOUR POLICY

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<b>Committee:</b>	Curriculum
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<b>Responsible Officer:</b>	S. Sycamore

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### **Rationale**

We wish to encourage and develop behaviour of the highest possible standard. We see this as part of developing the full positive potential of every individual. It also enables others to achieve their full potential.

We aim to create a strong, positive and caring ethos that values every individual and every individual's achievements.

### **2. Code of Conduct**

Our Code of Conduct states our values regarding good and proper behaviour. It underpins our behaviour and discipline policy.

### **3. The use of rewards and sanctions**

Staff will use both rewards and sanctions as appropriate to encourage and develop good behaviour. The aim is always to encourage positively through appropriate rewards. However, sanctions will also be used as required. Where appropriate, the school will involve restorative justice as a means of modifying behaviour and building positive relationships between all members of the community. This in most cases will be carried out in conjunction with a school sanction.

#### Rewards (see Appendix 1 for more detail)

Staff have a range of positive rewards to encourage good behaviour. These include:

- Verbal Encouragement
- Positive written Feedback
- Department stamps
- Positive stickers
- Communication home – email/phone/postcards
- Merits
- Pin badge
- Principal's awards
- Deputy Principal's award
- Head of Year award
- Effort and progress awards
- Commendations
- Prizes

They can all have their role in developing good behaviour and creating a positive and caring ethos that encourages learning.



### Sanctions (see Appendix 2 for more detail)

A range of sanctions may be used by staff in order to tackle and discourage inappropriate behaviour. These include:

Verbal admonishment  
Minor Offence Detention  
Sticker placed in pupil's planner  
Break/Lunch detention  
Communication home (letter/phone call/email)  
Afterschool detention  
Departmental/Pastoral report  
SLG detention (1 hour)  
Principal's detention (2 hours) – escalation of SLG detention.  
Period of time in PWR/Isolation  
Seclusion/Exclusion  
Fixed term exclusion (2 or more days)  
Individual Behaviour Plan (IBP)  
Alternative curriculum arrangement

The aim is always to use the sanction that is the most appropriate to tackle the behaviour in question.

#### 4. **Abuse of People**

A caring ethos that values every individual and every individual's achievements cannot accept any form of abusing people.

A proper respect and care for others is positively encouraged in various ways at Comberton Village College. These include:

- Specific modules within the PSHE and Citizenship Programme
- Assemblies
- Messages during lessons and form time
- Staff acting as role models
- The school's Code of Conduct,
- The school's Bullying Code,
- The school's Equal Opportunities Policy

If any pupils contravene this expected respect for others, then appropriate discipline will be required and a note will be written in the homework diary.

While it may be possible for the school to mediate in the case of incidents which occur outside of school, we will usually advise parents to liaise with appropriate external agencies.

#### **Verbal abuse**

Swearing and verbal abuse of others is unacceptable at Comberton Village College. The precise way to deal with any such situation will depend upon particular circumstances. However, the following are general rules:

#### A pupil is heard swearing as a general manner of speech

Take pupil aside and clarify that this is unacceptable. A verbal apology and assurance not to repeat should be expected. A note will be written in the homework diary.

Depending upon the context, a more serious sanction may be required.

#### A child swears at a member of staff

This is considered to be a very serious offence. The child will need to be taken out of the immediate context of the act. The Head of Department and Head of Year needs to be informed.

The usual sanction for this offence is a seclusion or temporary exclusion.

#### A child speaks disrespectfully to a member of staff

This is unacceptable. The level of sanction must depend upon the precise circumstances.

#### A child speaks rudely or inappropriately to or about another child

This should not be accepted. An appropriate apology will be required. A more serious sanction may be required, depending upon the circumstances.

#### Use of computers

Pupils using the ICT facilities agree to the school's Student Acceptable Use of ICT Policy which is in the homework diary.

Pupils are expected to use computers appropriate to aid their learning. Inappropriate use of computers must be dealt with. The level of the sanction will vary depending upon the seriousness of the specific incident:-

- Sending personal emails in lesson time
- Attempting to view websites without appropriate permission. Obscene and offensive websites are particularly unacceptable and could lead to a serious sanction, including exclusion.
- Downloading and storing unsuitable files (e.g. mp3 or large files that take up a lot of space).

Any pupil using computers inappropriately in those (or other) ways is likely to be banned from using school computers, or certain applications, for a period of time.

#### **Personal Mobile Devices**

Pupils are permitted to bring these to school. However, they are not permitted to have them switched on during the hours of 8:25am and 2:50pm (unless specifically directed by teachers). If this requirement is contravened, the 'phone will be confiscated and sent to the general office for collection at the end of the day. Persistent offenders will receive an appropriate sanction. In the event a phone is used to capture misbehaviour of others, the device will be confiscated and may be passed on to the Police. An appropriate sanction will be applied.

### **Physical Abuse**

Any form of physical abuse towards staff or other pupils is totally unacceptable and considered to be a serious offence. Pupils are always encouraged to deal with differences of opinion in an appropriate, non-violent fashion.

In the event of physical abuse occurring, the usual disciplinary measures are as follows:

#### **Physical abuse of another pupil**

The precise circumstances would be taken into account, but the usual sanction would be isolation from lessons or temporary exclusion. This will depend upon the seriousness of the incident.

Any behaviour which is identified as provocation or inciting violence of others will also be sanctioned in accordance to the school's policy.

#### **Physical abuse of a member of staff**

This is deemed to be extremely unlikely. Although the precise circumstances would be taken into account, permanent exclusion would be the expected sanction.

No offensive weapon may be brought onto school premises. If a pupil does bring a weapon onto the premises, it will be confiscated. The sanction will depend upon the weapon, but temporary or even permanent exclusion is possible.

### **Bullying**

Bullying in any form is unacceptable. A caring ethos that values the achievements of all can have nothing to do with bullying. The school is strongly committed positively to ensuring that bullying does not take place. Two documents that clarify the positive ways that we try to ensure this:

- S.A.F.E. This code is in all homework diaries.
- 'Dealing with Bullying: A Guide to School Policy'.

The aim is always positively to encourage proper respect for others. This implies bullying cannot be tolerated.

If bullying is found to occur it must always be dealt with. Where verbal and/or physical bullying occurs, the sanctions would be in line with those described under verbal and physical abuse. Appropriate sanctions could be used for any other forms of bullying.

The aims must always be:

- To stop the bullying
- To support the victim
- To change the behaviour of the bully
- To bring some form of reconciliation, if at all possible, between bully and victim

## 5. **Abuse of the Environment**



Proper care of and respect for the school environment is expected from every pupil. It is seen as part of a positive ethos and a caring community. It is to do with respecting other people.

This proper respect is positively encouraged in the same ways as those noted for respect for other people.

If proper respect for the school environment does not occur, then appropriate discipline will be required.

### Graffiti

Any form of graffiti is entirely unacceptable. Any graffiti discovered will be instantly removed by the site team unless the offender is immediately apprehended. If s/he is caught, s/he will do the cleaning.

The person responsible for the graffiti will receive a sanction ranging from detention through to temporary exclusion depending upon the nature of the graffiti. It is likely that some 'community service' in the form of helping the site team after school will be required.

### Vandalism

Any vandalism is entirely unacceptable.

Any pupil found to be responsible for vandalism will be charged for the repair or replacement of the item vandalised.

The sanction received will range from detention through to temporary exclusion depending upon the nature of the vandalism. It is likely that some 'community service' in the form of helping the site team after school will be required.

### Litter

Comberton Village College aims to be free of litter. The ample provision of litter bins means that there is no reasonable excuse for dropping litter.

Any pupil seen dropping litter will immediately be asked to pick up at least five items of litter. S/he is also liable to be placed in detention (the purpose of which may be litter clearance).

Chewing gum is banned from the school site. An appropriate sanction may be imposed if this is contravened – typically an MOD.

### Stealing

All stealing is unacceptable and seen as a very serious offence.

The usual sanction for this offence is seclusion. The level of the sanction may vary according to a judgement about the severity of each individual case. The College will liaise with the police where appropriate.

## 6. **Abuse of drugs**

### Tobacco

The school takes a clear stand regarding smoking tobacco. The whole school site is designated as a 'no-smoking' area. This applies to both adults and children.



The issue of smoking and its deleterious effects on health are dealt with clearly in the school's PSHE programme. The school aims to promote a healthy lifestyle: this includes not smoking.

It is prohibited for pupils to bring cigarettes and lighters (or any other tobacco related items – including e-cigarettes) onto school premises. If they are found, they are confiscated and disposed of.

Any pupil caught smoking on school grounds will receive a sanction. The sanction will escalate depending upon how many previous times the offence has been committed. Any pupil clearly associating with those smoking is likely to receive the same sanction as if smoking him/herself. Smoking within the school buildings will immediately lead to the sanction of isolation or beyond. Smoking is also not permitted on the way to or from school.

(see Appendix 3 for more detail)

#### Alcohol

The appropriate use of alcohol is dealt with through the school's PSHE programme.

Pupils may not bring alcohol onto the school's premises. If it is found it will be confiscated and disposed of.

If a pupil is suspected of being under the influence of alcohol, s/he should be reported to the Head of Year and will be immediately isolated. Parents will be contacted and expected to collect the pupil from the school as soon as possible. The pupil may be punished for this behaviour.

If a pupil is discovered to have consumed alcohol on the school premises then the usual punishment will be temporary exclusion.

#### Illegal drugs

The details of the approach to illegal drugs are given in the 'Drugs Policy'. The school's PD programme deals significantly with issues concerning illegal drugs.

It should be noted that any pupil who is found to be:

- a) In possession of illegal drugs
- b) Partaking of illegal drugs
- c) Selling/distributing illegal

on the school premises (including travel to and from) or any other arranged school activity may be excluded from mainstream schooling.

(see Appendix 4 for more detail)

#### Weapons

It is strictly forbidden to carry weapons (defined as an item which is designed or used for inflicting harm to others or damage to property) in school.

Any identified weapons will be confiscated from the individual and stored securely for collection by parents/carers. The normal sanction would be at least seclusion/temporary exclusion. The offence



issued will include referrals to external agencies to prevent any further incidences occurring, where deemed appropriate.

7. **Equal Opportunities**

Comberton Village College values every individual. It seeks to create a caring and understanding ethos that recognises and celebrates differences between people and the achievements of all. These values are clearly communicated throughout the curriculum (for example on PD days, in RE, Geography, History, English and Modern Foreign Languages) as well as through assemblies, school trips and visits and various informal mechanisms.

Within these values, any form of racial, sexual, disability or religious harassment or abuse is entirely unacceptable.

These points are further developed in the school's Equal Opportunities Policy.

Any examples of racial, sexual, disability or religious abuse should be picked up upon immediately by staff. They should always be clearly reported to the school's Equal Opportunities Officer. It will always be pointed out that such behaviour is unacceptable and an appropriate apology will be required. Depending upon the seriousness of the behaviour in question temporary or even permanent exclusion could be a possibility.

Incidents will always be logged and communication sent home to parents.

8. **Uniform**

The school has a uniform as it helps to create a positive corporate identity and contributes towards a whole school ethos. A simple, appropriate uniform can also help to contribute towards an orderly and working atmosphere. Given this, all pupils are expected to wear the school uniform as clearly stipulated in the school prospectus and student planner.

If any pupil is not wearing any item of school uniform without very good reason, there may be spare items available to borrow. The pupil concerned should report to the Head of Year immediately and will be required to borrow the required item.

Training shoes may only be worn for medical reasons explained by a parental/doctor's letter. If they are to be worn for more than one week, a doctor's note is required.

Any inappropriate jewellery should be confiscated and put in a named envelope in the general office. It can be collected **by a parent/guardian of the child.**

Coats and other outer garments may not be worn during lessons and must be removed before entering the classroom. Pupils are permitted to add an outer garments to their full uniform, just prior to leaving the classroom. Any student selecting to wear a coat or outer garment outside of lessons must ensure they are wearing full uniform (including jumper) first.

A persistent failure to wear proper school uniform could lead to appropriate sanctions being used.

Extreme haircuts (as decided by the school) are not appropriate and are not permitted. They are at best distracting and could be, at worst, offensive. The school reserves the right to isolate a pupil from social breaks and/or lessons, if a haircut is considered to be too extreme and distracting.

9. **Truancy**





Every pupil must attend all school days and lessons, both in order to achieve as well as possible and for legal reasons. The general principle if a pupil truants is to make up the time at alternative times. This may be through:-

- SLG detentions
- Series of after-school detentions
- Attendance on Staff Training Days

Further sanctions could be applied in some circumstances. Persistent truancy will result in liaison with the Education Welfare Officer.

Lateness to school and lessons is unacceptable. Depending on the amount and persistence of lateness, sanctions that require time to be made up will be applied. These start with detentions and could escalate from there.

10. **Travel on school buses**

Pupils travelling on school buses **and other forms of travel to and from school and all other transport** to and from school should abide by the school's Code of Conduct. A more specific school bus Code of Conduct also exists (see homework diaries).

The school reserves the right to recommend that a pupil is removed from a bus.

11. **School trips and visits and outside clubs linked to the school**

The school's Code of Conduct applies for all school trips and visits. The same sanctions are liable to apply to the same offences on school buses and outside clubs that are linked with the school, as indicated for offences committed on school premises. Inclusion on school trips is at the discretion of staff.

12. **Behaviour towards staff off school premises**

School staff have a right to be treated with appropriate respect by pupils when off school premises.

Disrespectful and offensive behaviour towards staff off school premises is viewed very seriously. The school reserves the right to use any sanctions reasonably as appropriate to the misbehaviour. The school is also likely to liaise with the police in such situations.

13. **Reasonable Adjustment**

Where a pupil has particular needs which might impact on behaviour (such as for a pupil in the Asperger's Unit) we need to make reasonable adjustment to this policy in line with the Disability Discrimination Act. The school reserves the right to make such adjustments under guidance from appropriate provision management and with final approval from the Principal.

14. **Referral to Police**

In-school incidents where potential crimes have been committed against the school, will be reported to the Police for investigation. This will be carried out by the member of staff investigating the situation, following a consultation with a member of SLG. If items are confiscated or evidence is collected as a result of any in-school investigation, these will be submitted to the Police. In the event a referral is made, the College will still continue to sanction in-school misbehaviour, with all sanctions being confirmed with the Police as part of the referral.



If an incident outside of school causes concern and potentially involves the Police, the College should be notified by the victim's family as soon as reasonably possible. The College will take appropriate in-school action to avoid any further incidences.

## Appendix 1 : Rewards Summary & Definitions

Recognition or reward	Typically given for	Given by
Verbal Encouragement	Full range - politeness through to high standards of attendance/progress/achievement	All staff
Positive written Feedback	Full Range – progress and achievement. Can be in diary or on work.	Teachers and TAs
Department stamps	Similar to written feedback.	Teachers and TAs
Positive stickers	For exceptional work which is above and beyond their expected ability.	Teachers and TAs
Communication home – email/phone/postcards	For service/academic progress and achievement/positive behaviour and conduct.	All staff
Merits	Predominantly KS3 based reward system – academic progress/achievement/positive behaviour	All staff
Pin badge	Dedication towards hours of service – carer/performer/volunteering. See Pin badge policy for further detail	Overseen by NC Monitored by tutors
Principal's awards	For 1 and 1* on full and interim report	Overseen by HOY
Deputy Principal's award	For no more than two level 2s	Overseen by HOY
Head of Year award	more 1/1* than 2s	Overseen by HOY
Effort and progress awards	For notable improvements on either aspect from full/interim report.	Overseen by HOY
Commendations	Subject specific nominations for a range of strengths impacting on progress and achievement.	Overseen by HOY Nominated by Teaching staff
Prizes	Awarded for a range of positive outcomes.	HOY/HOD

The reward being issued is not sequential and does not require a student to complete prior steps before progressing to the appropriate outcome.

- Verbal encouragement. There is no limit to the amount and the possible effectiveness of this reward. We should never under-estimate its power.
- Positive written feedback. All work worthy of praise may receive positive written comments. Pupils greatly value these.
- Department stamps/stickers. This is another form of acknowledgment and communication which can be specific or generic. These are placed in planners to support communication with families and pastoral staff
- Communication with parents/carers. Staff may choose to communicate verbally or in written form to parents to comment positively on the work or action of a pupil. This can have a very powerful effect. There is a general system of letter of congratulation that is sent home by pastoral teams for outstanding effort grades in pupil termly reports.
- Merits. Merits may be awarded to any pupil in Year 7, 8 and 9. They can be given for any work or act worthy of a specific reward. Each merit should be recorded in the appropriate place in the pupil's homework diary. In Years 7 and 8, pupils receive certificates for numbers of Merits collected. In Year 9, all Merits collected by a Form are collated to compete with other Forms for a prize.
- Pin Badges. A system by which pupils collate hours of service/commitment in and out of school. The hours are recorded in the student planners and are verified by the appropriate linked adult (coach/parent/teacher etc.). The form tutor monitors the progress of the award, with the Assistant Principal i/c Extended School overseeing the administration of the badge system. Pin Badges are coloured to suit the type of commitment/service (e.g. white - leadership). These are awarded to pupils in their weekly Year assembly.
- Report Awards. These take are categorised into the following:
  - Principal's award
  - Deputy Principal's award
  - Head of Year award
  - Effort and Progress awards

The awards are based upon interim and full report data points for Year 7-11 and are overseen by HOY.
- Commendations. A system of Commendations exists in Year 10 and 11. These take over from Merits. At the end of every term, each subject teacher is asked to confirm the names of two pupils to receive a commendation on the forms that are issued. These are then awarded at the end of each term.
- Prizes. At the end of Year 11, two prizes are awarded for each subject. Subject teachers nominate the pupils. One prize is for excellence and one for progress. These prizes are awarded in the Final Assembly at the end of the Spring Term.



## Appendix 2 : Sanctions Summary and Definitions

Stage	Sanction	Support	Authorised by
14	Alternative curriculum arrangement	Referral to inclusion unit/respice placement/managed move/PRU	Principal/ SLG i/c inclusion
13	Individual behaviour plan (IBP)	6 week report with fortnightly review meeting with family. Reporting to Ast. Principal	SLG
12	Fixed term exclusion (2 or more days)	Restorative justice intervention and pastoral/department report for 2 weeks minimum.	Principal
11	Seclusion	Restorative justice intervention and pastoral/department report for 2 weeks minimum.	Principal
10	Period of time in PWR/Isolation	Persistent: student placed on report	SLG
		Single offence: discussion with student	
9	Principal detention (2 hours) – escalation of SLG detention.	Communication home. Non-attendance will lead to seclusion	SLG
8	SLG detention (1 hour)	Persistent: Tutor/HOY meet with family	SLG
		Single offence: discussion with student	
7	Stage 6 and student placed on department/pastoral report	Review discussions with student and communication home. Inform pastoral staff	Head of Department/ KS co-ordinator/ Head of Year
6	Communication home and afterschool detention	Inform pastoral staff	Class Teacher
5	Communication home (letter/phone call)	Inform pastoral staff	Middle leader
4	Sticker in diary and lunch detention		Class Teacher/Tutor
3	Sticker in diary and break detention		Class Teacher/Tutor
2	Minor Offence detention		All staff
1	Verbal admonishment	Inform pastoral staff	All staff

The sanctions above are staged and are progressively increasing in severity from stage 1 to 14. If a higher level sanction is required for a pupil, it is not necessary for them to have completed prior stages before progressing to the appropriate outcome.



- Verbal admonishment. The great majority of low-level misbehaviour can be dealt with by appropriate words to the pupil. We should always expect all pupils to do as required when asked or instructed. A failure by a pupil to respond appropriately would be a serious issue requiring further action.
- Minor Offence Detention (MOD). All staff have the right to place pupils into a MOD as a punishment for unacceptable behaviour outside of the classroom. These are typically given during break times, before or afterschool for behaviour which is not in keeping with the school’s code of conduct. This sanction is completed with an Assistant Principal during lunch break.

Students who accrue multiple MODs in a term, will be issued a SLG detention as an escalation to the sanction. Persistent, poor behaviour during breaks, lunches or before and after school will be escalated on a sanction ladder for break/lunch periods of the day. (See appendix five for further detail)

- **Written feedback. Unacceptable work can receive written feedback that confirms what is wrong and what must be done. Pupils are required to respond to this.**
- Communication with parents. Verbal or written communication with parents can be an effective way to confirm acts of unacceptable pupil behaviour and indicate what is required to improve it. Securing parental support in dealing with unacceptable behaviour is usually important and effective. The homework diary is an effective mechanism for communication.
- Stickers in homework diaries. All teaching staff may use the stickers system in the homework diaries for certain acts of unacceptable behaviour.
- Detentions. All staff have the right to place a pupil in detention as a punishment for unacceptable behaviour predominantly in lessons, but may be used for significant misbehaviour during breaks in the school day. These might be short detentions at break or lunchtime in order to deal quickly with an incident. After-school detentions may also be used for a more serious incident of misbehaviour. At least 24 hours notice must be given to parents in this situation. The usual form of communication is via the homework diary.

Your child has failed to meet the school’s Code of Conduct in the following areas:-

- Not working to his/her potential [ ]
- Not completing homework [ ]
- Not bringing in the required equipment [ ]
- Behaving inappropriately [ ]
- Repeatedly not wearing the uniform correctly [ ]
- By arriving late to a lesson [ ]

Signed.....Teacher.....Date

Your child has been given a detention at:-

Break/Lunchtime on ..... [ ]

After-school 3.00 - 4.00 p.m. on ..... [ ]



Please arrange to collect your child from school on the above date

Signed.....Teacher.....Date

Staff may refer certain behavioural issues to their Head of Department who may then require a pupil to attend a departmental detention. Equally, a Head of Year may run a detention for a pupil or pupils in the Year group for certain acts of misbehaviour most appropriately dealt with by a Head of Year.

The two most serious detentions available are a SLG detention and Principal detention. The SLG detention takes place every Friday for one hour after school. It is supervised by a member of the SLG. Members of SLG alone can place a pupil in this detention, usually in consultation with the relevant Head of Year. Its seriousness is viewed as close to isolation. Typical uses of an SLG detention are in response to:

- truancy
- a second smoking offence
- failing to attend 2 departmental detentions

In the event that a student fails to attend the SLG detention, they will be placed in a Principal's detention on the Monday following. This sanction is a two hour detention served with the Principal or Deputy Principals.

The SLG and Principal detentions will require an appropriate communication to be sent home.

- Reports. Pupils may be placed on a lesson-by-lesson report for a period of time to monitor behaviour, work effort or other specific issues. They are available from the pastoral/departmental administrator. The following reports are available for use, depending on the context:
  - Departmental
  - Form Tutor
  - Head of Year
  - Ast. Principal
  - Deputy Principal/ Principal
  - Individual Behaviour Plan

An unsatisfactory report can lead to a further sanction or escalation to a higher report. A student has the right to self-refer on to a report and will be supported by the school throughout the process.

- Isolation. Some significant acts of misbehaviour may be dealt with by isolation from lessons. All such isolations require approval from a member of SLG and an appropriate letter to be sent home. There are two types of isolation:

Departmental. The Head of Department may isolate a pupil from a certain number of subject lessons due to some serious misbehaviour in that subject. The Head of Department is responsible for overseeing this isolation.

Head of Year (or Link Ast. Principal). A pupil may be isolated from all lessons for a period of time in response to certain serious acts of misbehaviour (for example, some lower levels of violent behaviour). Pupils isolated in this way are required to complete work on numeracy or literacy in pre-prepared packs. They must stay in the appropriate place at all times except for



specified times to use the toilet and get some food. They lose the right to full break time and lunch time.

- Seclusion. The sanction of Seclusion is an internal exclusion which is issued to students in response to a significant misbehaviour during the school day. The seclusion will often be issued as a single day. An Ast. Principal confirms a decision on any temporary exclusion, often in consultation with the Principal. An official letter is sent home, usually signed by the Principal. A pupil issued Seclusion will be required to attend a readmission interview involving parents, Head of Year/Department and Ast. Principal.
- Temporary exclusion. This is an extremely serious sanction used to deal with very serious acts of misbehaviour. An Ast. Principal confirms a decision on any temporary exclusion, often in consultation with the Principal. An official letter is sent home, usually signed by the Principal. All such exclusions must be reported both to the Local Authority and to the Governing Body. Parents have the right of appeal against any such exclusion. Any pupil returning from an exclusion must have a re-admission interview involving parents, Head of Year and relevant Ast. Principal. In some situations, this will be attended by the Principal or Deputy Principals. Any pupil returning from exclusion will be placed on a Head of Year report for at least one week.
- Permanent exclusion. This is the final, most serious sanction. The hope and expectation is that it does not have to be used. There are two reasons why it might have to be used:
  - one-off act of extremely serious misbehaviour (such as involving illegal drugs)
  - A persistence of serious acts of misbehaviour that have already led to several temporary exclusions.

Any such decision will be made by the Principal in consultation with the Chair of Governors. The school then follows all appropriate national and local guidelines.

- Community Service. May be considered in cases where property or the environment has been damaged

### **Appendix 3 : Smoking Sanctions**

Specifically, any pupil caught smoking, in possession of smoking related materials or with pupils who are smoking will receive the following sanctions:

1st offence	Week of lunchtime detentions
2nd offence	Week of lunchtime and break detentions, on report, SLG detention
3rd offence	As 2nd offence, with 1 day isolation (instead of SLG)
4th offence	As 3rd offence, with a 1 day seclusion (instead of isolation)
5th offence	As fourth offence, but with a 2 day exclusion
6th offence	5 day exclusion
7th offence	Removal from mainstream schooling

The application of the smoking sanction will be carried out in conjunction with the Comberton Village College Drugs Policy. The offence issued will include referrals to external agencies to prevent any further incidences occurring. (See Appendix 4 for further detail)





## **Appendix 4: Drugs Policy Summary**

Below is a summary of our full drugs policy which can be found on the school website.

General Principles:

*OFSTED recognised in 2013: 'Pupils are safe in school and feel safe'. Pupil safety is of paramount importance to us and we recognise that as drugs have the potential to cause serious harm we must do all we can to minimise the risks posed by drugs. We are utterly committed to being a drug-free zone and are committed to a zero-tolerance approach.*

### **The Scope of this Policy:**

In our full policy we define drugs as 'Substances people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime)

Therefore our full policy covers all legal, illegal and unauthorised drugs. The policy covers all people who are part of the school community at any time and also covers all school based activities including trips, work experience, day-release, journeys to and from school and when representing the school.

### **Drugs Education and Entitlements at CVC:**

We recognise that all members of the school community (pupils, staff, parents/carers, Governors and the wider community) are entitled to appropriate and up-to-date drugs education. Education is the most powerful tool in our fight against drugs and the best support for students affected by drugs. All pupils are entitled to education which is sensitive to cultural, ethnic and religious and gender differences and is accessible to all regardless of ability. We will refer to national guidance when planning drugs education and look beyond the PD curriculum to deliver this education. We will make use of visitors and external agencies to help enrich our curriculum.

Education goes beyond that offered to pupils and we realise our responsibility is also to educate staff and Governors appropriately and extend this educational provision to parents/carers. We believe firmly in the underlying principles of being a village college and recognise that we are a part of a local community – to this end we will involve our community in the development of drugs education.

### **Drugs at Comberton Village College:**

We will be proactive in attempting to minimise unauthorised drugs use in the college through education and will refer young people for support when needed. The management of drug-related incidents will have two-aims:

i) To meet the needs of individual students

ii) To maintain CVC as a drug-free environment for the health and safety of the wider college community, identified members of SLG will be responsible for monitoring unauthorised drug use in the college and dealing with any incidents where unauthorised drugs are found. Any response to unauthorised drugs within the school community should balance the needs of the individual with those of the wider school community. Sanctions will always be justifiable in terms of the exact nature and seriousness of the incident, the identified needs of the young person and the wider school community and consistency with other serious incidents. In looking at how to resolve incidents we will take an individualised approach and consider the following responses:

Early intervention and targeted prevention - Referral to external agency

Within school - Individual Behavioural Plan

Counselling - Isolation within school

Fixed-Term-Exclusion - Pastoral Support Programme

A managed move - Some respite provision in an ESCIP school

Permanent exclusion from mainstream CVC - Permanent exclusion from CVC



### Pastoral Care and Support for Students with Concerns over Drugs:

Comberton Village College supports students who are identified as needing support or who ask for support. We have a very strong tradition of providing excellent pastoral care and we work closely with external agencies.

### Recording and Reporting:

An annual report will be made to the Governors regarding our management of this policy. This will include details of any unauthorised drugs within the school community, how incidents within the school have been managed, intelligence from the police regarding unauthorised drug use in the community and details of drugs education which has taken place.

### Appendix five: Break/Lunch/before or after school sanctions ladder

1 <sup>st</sup> Offence	MOD given for being inside.	Verbal warning and reminder of the sanctions ladder.
2 <sup>nd</sup> offence	2 break and lunch time detentions with a member of the pastoral team	Parents/carers will be informed either via email/phone call
3 <sup>rd</sup> offence	4 break and lunch detentions with a member of the pastoral team	Parents/carers will be informed either via email/phone call
4 <sup>th</sup> offence	1 SLG detention and 5 break and lunch detentions with a member of the pastoral team	Student will be placed on tutor report to support and monitor their behaviour. Meeting or phone call with parents to discuss offences and sanctions.
5 <sup>th</sup> offence	2 SLG detentions and 5 days of isolation during break and lunch time	Student will be placed on Assistant Head of Year report to monitor and support their behaviour. Meeting with parents to discuss offences and sanctions.
6 <sup>th</sup> offence	Principal's detention and 10 days of isolation during break and lunch time	Student will be placed on Head of Year report to monitor and support their behaviour. Meeting with parents to discuss offences and sanctions.
7 <sup>th</sup> Offence	Principal's detention and 10 days of isolation during break and lunch time	Reporting to Assistant Principal
8 <sup>th</sup> Offence	1 day in isolation during lesson time in the Pupil Work Room	Reporting to Assistant Principal (Amber report)
9 <sup>th</sup> Offence	1 day in Seclusion	Reporting to Head of School
10 <sup>th</sup> Offence	Fixed term exclusion for continual defiance	Students will be put on an Individual Behaviour Plan which may mean that alternative provision is sought.