

Behaviour, Relationship and Recognition Policy

Date adopted: July 2025 (for September 2026)

Prepared by: Alan Yendell

Ratified by: Governing body

Review date: July 2025

Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Uniform Policy
- Ted Wragg Trust Anti-Bullying Policy
- Ted Wragg Trust Exclusion Policy
- Ted Wragg Trust Attendance Policy
- Ted Wragg Trust Reasonable Force and Restrictive Interventions Policy
- Ted Wragg Trust Supporting pupils with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- <https://www.gov.uk/government/publications/school-exclusion>
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Reasonable force](#)- DRAFT

Changes:

Minor updates for 2025/26 policy with minor adjustments to Behaviour Policy

Note: This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

Aims of Policy

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying behaviours; ensure that students complete assigned work; and ensure **Exmouth Community College** is a safe and calm place for all.

Exmouth Community College promotes positive behaviour and conduct through a relational approach which focuses on high expectations and standards aligned to our College values of Belonging, Ambition and Responsibility.

This behaviour, relationships, recognition policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to ensure all students take personal responsibility and pride, so that

1. Every child **feels** and is **safe** (emotionally and physically)
2. Every child can learn (without disruption)
3. Every child is **respected** and **valued**
4. Every child is **treated fairly** and **equally**

Our relational approach to effective behaviour management is developed around students being recognised, celebrated and rewarded when making positive and correct choices. This is balanced with a consequences approach which is fair and reasonable for when students do not make positive choices or fall short of the standards and expectations.

1.0 Exmouth Community College Behaviour Policy

Exmouth Community College encourages positive behaviour through expectations that are explicitly clear, applying strong routines to ensure consistency and using a common language to create certainty which leads to students showing pride in their conduct and learning by making positive choices.

Exmouth Community College prioritises a relational approach to effectively manage behaviour and conduct which is developed around student's being recognised, celebrated and rewarded when making positive and correct choices.

Exmouth Community College ensures that when students do not make positive choices or they fall short of the standards and expectations, appropriate consequences are applied in a fair, reasonable and proportionate way.

The commitment of staff, students and parents is vital to develop a positive whole school culture of success for all. **Exmouth Community College** reserves the right to apply this policy to **all** students and **any time** a student is recognisable as an **Exmouth Community College** student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

2.0 Recognition, Rewards and Celebration

We emphasise being positive when students do well, we recognise and celebrate student's achievements, positive behaviour, conduct and effort both within and out of the classroom. We use an online platform (ClassCharts) which all members of staff are expected to use. Parents/carers have access to monitor from home.

2.1 Recognition

Our focus on a relational approach creates opportunities for daily interactions where students are positively recognised through verbal praise and kind and encouraging comments. Furthermore, students work is celebrated through positive and encouraging teacher comments leading to students feeling valued and acknowledged.

2.2 Class Chart Positive Points

All staff are encouraged to award Class Charts Positive Points which captures our students making correct choices. These are based around being prepared, being engaged, being respectful and being kind. There are also additional positive points that are awarded to students for being their best, excellent work, extra-curricular participation, outstanding achievement, community contribution and college leadership.

2.3 Class Charts Accolade

Students will have the opportunity to achieve a number of different accolades as they achieve positive points. The more positive points students achieve, the greater the accolade. This starts with our Sapphire accolade (50+), all the way up to Headteachers Award (700+). Students are awarded a certificate to recognise their achievements and those individuals where they achieve Bronze (300+), Silver (400+), Gold (500+) or Platinum (700+) they will also receive a badge.

2.4 Tutor Superstar of the Week

Tutors play a key role in supporting and championing our students. On a weekly basis, tutors will award their Superstar of the Week, where the individual will receive a 'Skip the Canteen Queue' pass for the following week.

2.5 Headteacher Award

Students are nominated by their Heads of House to receive the weekly Headteacher Award, where they will be presented with a Headteacher certificate on a Friday morning during tutor time.

2.6 House Celebration Assemblies

House assemblies take place on a fortnightly basis which focuses on recognising and celebrating student's achievements based on attendance, conduct, respect, personal achievements and many other things. This is a wonderful way for students to be acknowledged in front of their peers and supports the College establishing a culture of ambition for all.

2.7 Termly Celebration Assemblies

At the end of every term, we hold an extended House Assembly, where students and staff will come together to create a sense of belonging and enjoy celebrating their collective and individual achievements throughout the term.

2.8 Awards Evenings

Our annual awards evenings take place in the summer term. These evenings are about bringing together students, staff, parent/carers and members of our community to recognise, celebrate and reward students who have demonstrated exceptional contribution to the College and wider community and gone 'above' and 'beyond'.

3.0 College Standards and Expectations

We believe that having an ambitious framework of high expectations and standards supports all our students to be able to take personal responsibility where they are respectful of themselves, each other and their environment and where they develop the necessary habits to be achieve their very best. Our College standards and expectations are based on the following six principles:

RESPECT – Students demonstrate kindness and use their manners in all that do. They are willing to apply great effort to achieve.

CONDUCT – Students positively contribute to the College community and avoid any hands on behavior.

UNIFORM – Students wear it correctly and with pride.

PUNCTUALITY – Students are on time, every time and move with pace and purpose.

EQUIPMENT – Students have all their equipment everyday, for learning.

ELECTONIC DEVICES – Students switch off their device and place them in their bags. If seen or heard students lose it.

3.0 Exmouth Community College - Lesson Expectations (Our Powerful Learning Framework)

We believe that relationships are paramount in school. The manner in which staff and students choose to relate to each other is fundamental to the success of living out our College values.

Research highlights that consistency in routines and high standards benefits everyone. At Exmouth Community College, we work together as #OneTeam, not in silos, united in our ambition to achieve excellence in teaching and learning.

3.1 Establishing Routines (Powerful Teaching Habits)

The starting point for our behaviour management strategy is that all staff are expected to deliver good lessons, consistency applying the approaches of our Powerful Teaching Habits. Our relational approach is based on the concept that **we are caring – but not soft, consistent – but not rigid and certain – but not severe.**

Our learning spaces are relentless in catching positive behaviour and conduct – we narrate them and recognise them. This in turn models the desired behaviours to other students and breeds an ambitious culture for all.

Our Powerful Teaching Habits are part of our everyday practice and focuses establishing the routines that harnesses attention, increasing participation and ensures every minute matters.

Harnessing Attention

- Meet and Greet
- Signal, Pause, Intent
- Tracking Text with a Ruler
- Silence is Golden

Increasing Participation

- I say, You say
- Cold Call
- Turn and Talk
- I do, We do, You do

Every Minute Matters

- Feedback
- Praise

4.0 Sanctions

Teachers have statutory authority to discipline students for misbehaviour, which occurs in College and, within the boundaries of this policy, outside of College. This also applies to all paid staff (unless the Headteacher clarifies otherwise) with responsibility for students, such as teaching assistants. The Headteacher and Governing Board must ensure they have a strong and effective behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

4.1 Lesson removal

All staff should create opportunities within their learning environments for everyone to encounter success and reinforce with praise. Teachers will work through a series of steps with students when managing any incidents of misbehaviour, unless the incident is significant.

Step 1 - Use techniques to diffuse the situation such as moving into student space, issuing a verbal reminder, checking understanding through personalisation strategies and appropriate humour to de-escalate. **This is not logged on Class Charts.**

Step 2 - C0 Reminder if the disruptive behaviour continues then the students receive a C0, with initials on the Classroom Tracker so that it is clear to the student that it has been issued. This cannot be earned back and should not be negotiated. **This is not logged on Class Charts.**

Step 3 - C1 Classroom Negative - if the disruptive behaviour continues then the students receive a C1, with initials on the Classroom Tracker so that it is clear to the student that it has been issued. Students are expected to respond with responsibility and correct their behaviour choices. **This is logged on ClassCharts.**

C2 Reset - If the student persist in disrupting the learning, then they will be issued with a C2-Reset and should be sent to the Reset room where they will be supported by members of the behaviour team to engage in reflective process to help the student acknowledge what has gone wrong and how they can understand what they need to do to get it right next time. A 'C2' leads to the application of a Breaktime Detention. **This is logged on ClassCharts.**

4.2 Repeated Disruptive Behaviour and Conduct

Students' behaviour and conduct is monitored to be able to identify any emerging patterns and trends around repeat incidents. Where this is the case, the College will work in partnership with parents/carers to identify any barriers or reasons for the student's behaviour choices. At the same time, the College will put in place appropriate and escalated consequences to ensure students are being held to account. This may include:

- Extended period in Reset
- Internal Exclusion
- Internal Exclusion (outside the Headteacher's Office)
- Host School
- Fixed Term Suspension (refer to section 8)

4.3 Significant Behaviour and Conduct

At Exmouth Community College we ultimately want to avoid suspending and excluding students. Our culture curriculum identifies the key behaviours that we teach our students to avoid engaging in any significant or harmful behaviours. Incidents are recorded on Class Charts (C3 Behaviour or Internal Review) to report a significant behaviour (harmful behaviour and conduct). This will then be investigated as part of the decision-making process for any consequence that is put in place. This may include:

- Internal Exclusion
- Internal Exclusion (outside the Headteacher's Office)
- Host School
- Fixed Term Suspension (refer to section 8)
- Offsite Direction (Circuit Breaker or Managed Move)
- Permanent Exclusion (refer to section 9)

4.4 Detentions

Detentions may be issued by schools in line with school policy. Schools do not have to give notice to parents for after-school detention so long as the pupil can get home safely afterwards. They should consider individual circumstances.

Types of Detention

While most detentions in College fall under the 'Reset' system, there are other occasions where a detention may be given. It is possible to issue the following types of detention:

- Staying behind at the end of a lesson (although it is not good practice to make a student late for their next lesson)
- Break time or lunchtime detention
- Early morning detention with Head of House
- After college detention

Reasons for Detention

Detentions may be given for any of the following: ·

- Being sent to 'Reset' ·
- Lateness to school or lessons
- Uniform infringements
- Failure to complete homework / coursework
- Lack of effort in completing classwork
- Inappropriate behaviour or conduct around the site
- Failure to meet College expectations

Issuing a Detention

If a student is sent to Reset a Breaktime Detention will automatically be issued for the following day. If issuing detentions outside of Reset, staff should make it clear to the student:

- Why they have been given a detention
- When the detention is to be held
- Where the detention is to be held

'C2 Time Out' detentions take place immediately – the students should attend the appropriate detention room immediately and will remain there for the remainder of the social time.

Failure to attend a Detention

If a student fails to attend a detention (other than through illness) one of the following sanctions may be applied:

- Reorganising the detention
- Upscaling the level of the detention (e.g change to 'lunchtime' or 'headteacher detention')
- Increasing the length of the detention

Behaviour Stages Process

The school operates a Behaviour Stage system. This process is aimed at recognising early signs that a student is engaging in negative behaviour choices which is leading to an escalation of consequences. The staged process focuses on specific mentoring and support through an informal and formal stage.

The stages are:

- Behaviour Stage 1 – Tutor Report
- Behaviour Stage 2 – Head of House Report
- Behaviour Stage 3 – Senior Staff Report
- Behaviour Stage 4 – Deputy Headteacher Report

- Behaviour Stage 5 – Headteacher Report

Appendix 4 indicates the level of concern about a student’s behaviour, conduct or engagement, the monitoring process for that stage, and identifies the process for ensuring the appropriate support is in place. At the end of the relevant review period on a Stage, possible outcomes include:

Sustained improvement

Reduce by one stage per fortnight, with a weekly review of progress to ensure improvement sustained. No ‘report card’ monitoring required unless improvement not sustained (initiated at relevant stage)

Signs of improvement, but not yet consistent

Remain on same stage (max 3 cycles)

No Improvement

Upscaled to next stage. For students who continually trigger reports, are frequently sent Reset and are isolated, we recognise that this may be due to an unmet need. Wherever possible we will employ a range of support and intervention strategies for students and families to ensure that they can be successful at our College. This is aligned to our graduated waves of support and intervention. We may also work with external agencies to be in a position to offer further support and intervention.

5.0 Deliberate use of fire alarm

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school, it also has a disproportionate impact on the most vulnerable students. Many students will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any student is deemed to have triggered the alarm deliberately or with malicious intent.

6.0 Bullying and Discrimination

At Exmouth Community College our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of students. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

To establish an ethos where students set a good example to others. To encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: red card, Lesson removal, suspension exclusion and for repeated breaches, permanent exclusion.

7.0 Sexual harassment and online sexual abuse

Exmouth Community College takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;

- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

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

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

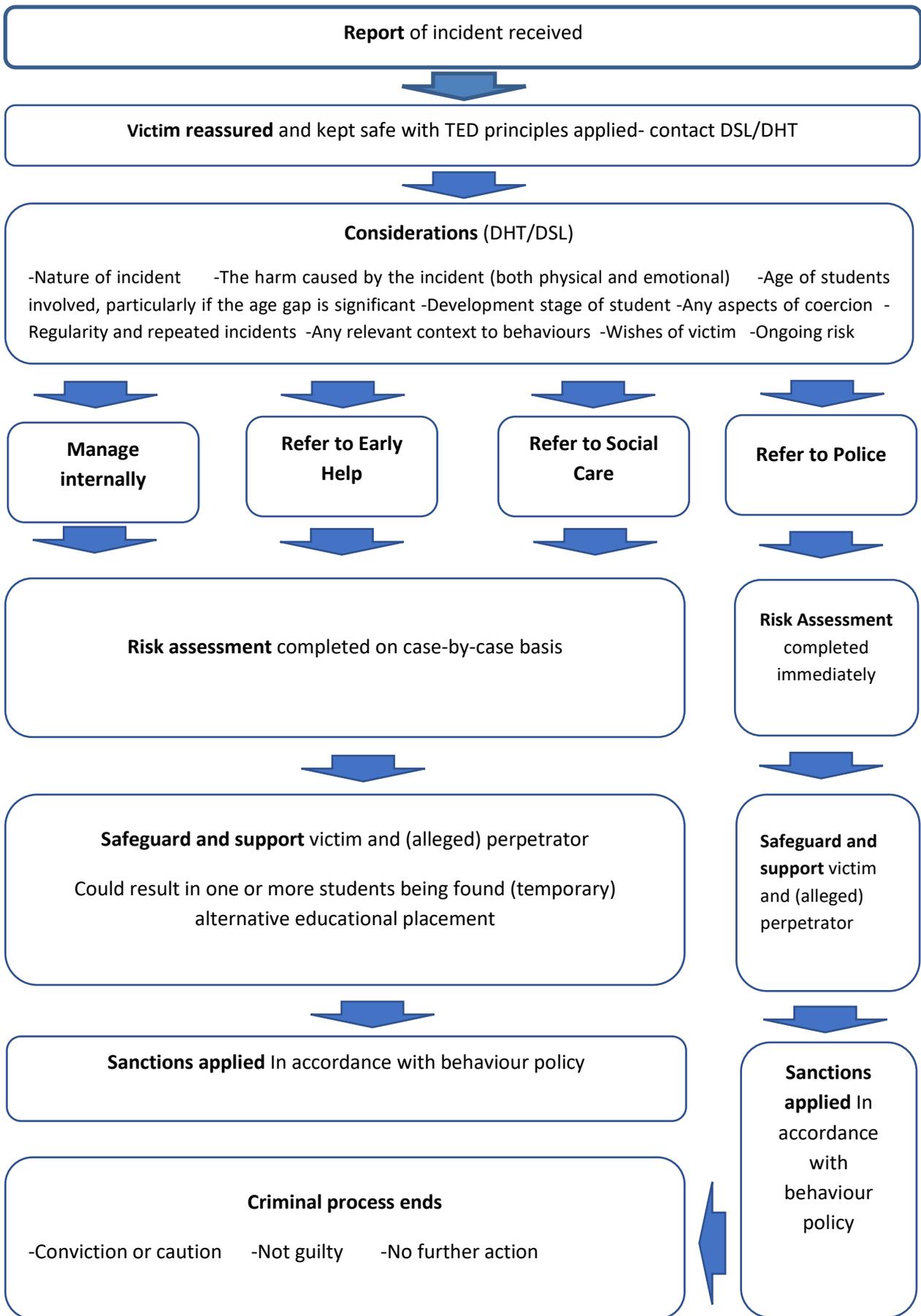
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual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

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by Penetration;
- Sexual Assault; and
- Causing someone to engage in sexual activity without consent.

Exmouth Community College will follow the following process when incidents are reported.



Exmouth Community recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

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

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

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

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

8.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration students may be expected to spend some in lesson removal.

A re-admission meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

9.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

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

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

10.0 Drugs

The school will not tolerate drug possession, use or supply of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents, vape fluids or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in any drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

11.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

12.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

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

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

14.0 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue eg. Hair dye or false nails they will spend time in the lesson removal room until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all eg. mobile phone and bag searches used to support this. For repeated offences of this nature parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

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

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

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged and communication with parent/carers made.

15.0 Use of reasonable force

The school will do all it reasonably can to avoid the need to use reasonable force and other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The

school follows the guidance below from the DFE: 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England'. July 2025

Reasonable force- DRAFT

15.1 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a pupil from causing injury to themselves or others,
- committing a criminal offence,
- damaging property,
- or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

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

Unacceptable use of force

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

16.0 Student conduct outside the school premises

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as a Exmouth Community College student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

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

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and

- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

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

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

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

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

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

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

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

17.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.

- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

18.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to share their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

19.0 Allegations against staff

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

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's relevant policy and all complaints have the potential for consequences for the staff concerned.

19.1 Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include lesson removal, internal exclusion, suspension and permanent exclusion.

20.0 Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

APPENDIX A – Home/College Agreement

Exmouth Community College expect you (student) to:

- Attend the College and all **your** lessons, including tutor time every day and on time, properly equipped and in the correct uniform.
- Be kind and speak respectfully to other students and all adults.
- Show respect for the College environment by playing **your** part in keeping it safe, clean and tidy.
- Listen to and follow instructions from all staff straight away.
- Complete all **your** classwork and home learning on time and to the very best of **YOUR** ability.
- Ask for help if **you** need it and respond to teachers' feedback.
- Make others feel valued and offer support to other students in their time of need.
- Behave in a manner which shows **you** are proud to be a member of Exmouth Community College community, both inside and outside of the College.
- Speak to a member of staff if you are worried or unhappy.

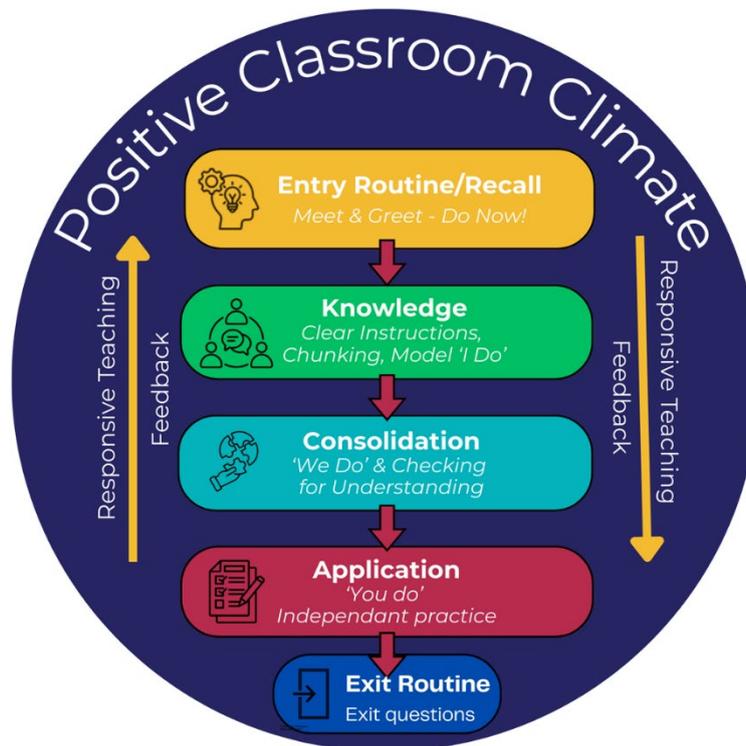
What you can expect from Exmouth Community College:

- To be treated with courtesy and respect
- To feel safe and understand how to stay safe
- To receive effective teaching and learning, that best meets **your** individual needs
- To have access to a balanced curriculum to support your moral, cultural, spiritual, intellectual and physical development
- To establish clear lines of communication between home and College
- To ensure that all learning time is used effectively and without compromising on high standards
- To keep parent/carers informed of your progress, behaviour, conduct and attendance, and respond promptly and professionally to contact from parent/carers.

What we expect from parent/carers:

- Ensure that their child attends school regularly and on time and to contact the school with an explanation on the first day of any absence
- Avoid taking holidays in term-time or any other non-emergency appointments
- Ensure that my child is equipped for each school day
- Support the school's policies and guidelines, including those on behaviour, uniform and home learning
- Make the school aware of any problems/concerns that might affect your child's work or behaviour
- Attend Parental Consultation Evenings and other information evenings
- Regularly monitor your child's use of social networking sites and seek advice if and when appropriate
- To support the school in ensuring that your child behaves in an appropriate and respectful manner on the way to and from school

Appendix B – Powerful Lesson Framework



Entry Routine/Recall Phase: We meet and greet students at the door **every** lesson. We activate prior knowledge with 5 recall questions in a *Do Now* task. The use of recall activates prior knowledge, reducing extraneous load by making new information easier to learn.



Knowledge Phase: Is teacher led – We introduce new content linked to prior learning and deliver in small steps. During this phase we front load vocabulary, chunk information, give clear explanation and model (I do).

To do this we use: I say/you say, storytelling, presentation, guided reading, practical demonstrations, presenting, giving examples and non-examples.



Consolidation Phase: Is guided practice – The 'we do' phase of modelling, allowing students to organise and reinforce their understanding. During this phase we check for understanding.

To do this we use: Turn and Talk, Show Me Boards, Cold Call.



Application Phase: Is independent practice – The 'You do' phase – where independent writing, exam question practice, skill demonstration and retrieval practice are utilised to enable teachers to assess students learning to give feedback.



Exit Routine: Teachers use exit questions and dismiss students calmly, prioritising those students who may benefit from leaving first or last.

Responsive Teaching - During all phases of the lesson, teachers are regularly checking student understanding, hunting for and addressing misconceptions, and giving individual or whole class feedback.

THE ECC POWERFUL TEACHING HABITS

HARNESSING ATTENTION	INCREASING PARTICIPATION
 <p>Meet and Greet We set high expectations We build relationships We create inclusive classrooms</p>	 <p>I say, You say We practice vocabulary together We revisit key terms We include everyone</p>
 <p>Signal, Pause, Insist We maximise learning time We reduce disruption We expect 100% attention</p>	 <p>Cold Call We pose a planned question We give thinking time We select a student strategically</p>
 <p>Tracking Text With A Ruler We support all readers We build fluency We know everyone is on track</p>	 <p>Turn and Talk We pose a question/discussion point We set a timer on talking We gather feedback</p>
 <p>Silence is Golden We reduce cognitive load We encourage deep thinking We expect 100% silence</p>	 <p>I do, We do, You do We model all new knowledge/skills We check practice together We circulate during independent practice</p>



Every Minute Matters



 <p>Feedback We constantly give feedback We know we can only get better when we are shown and told how to improve We take every opportunity to teach improvements</p>	 <p>Praise We celebrate positive behaviours We are explicit about why we are giving praise We are relentless in our belief all our students will achieve We believe every interaction is an opportunity to find the positive</p>
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Appendix 4 – Behaviour Report Escalation Process

Stage	Trigger Point (Example)	Lead/Monitor	Parent Comms	Suggested Review Process	Support
Stage 1 (Informal)	Repeated low level behaviour/conduct within a 2-week period Multiple resets within a short period Repeatedly not meeting expectations	Tutor or Assistant Head of House	Phone Call Email	2 weeks	As agreed between College and parents
Stage 2 (Informal)	2+ Exclusions (Internal/External) within a half term Significant Incident (one off) Upscale from Stage 1	Head of House	Phone Call or Face to Face meeting (as appropriate)	2 weeks	As agreed between College and parents Individual Support Plan
Stage 3 (Informal)	Further Exclusions (Internal/External) within half term Significant incident (one off) Persistent Disruption (repeated behaviour/conduct) Upscale from Stage 2	Senior Leadership Team	Phone Call or Face to Face meeting (SLT, Head of House, SEND, external agencies)	3 weeks	As agreed between College and parents Pastoral Support Plan SEND Review if applicable
Stage 4 (Formal)	Further Exclusions (Internal/External) within half term Significant incident (one off) Persistent Disruption (repeated behaviour/conduct) Upscale from Stage 3	Deputy Headteacher	Stage 4 meeting (e.g. DHT, SLT, Head of House, SEND, external agencies)	4 weeks	As agreed between College and parents Pastoral Support Plan SEND Review if applicable) Appendix A Review Offsite Direction Referral
Stage 5 (Formal)	Further Exclusions (Internal/External) within half term Significant incident (one off) Persistent Disruption (repeated behaviour/conduct) Upscale from Stage 4	Headteacher	Face to Face Stage 5 Hearing To include a member of the Governors	4 weeks	As agreed between College and parents Pastoral Support Plan SEND Review if applicable) Appendix A Review Offsite Direction Referral
Permanent Exclusion	A serious breach of the school's policy may result in a PEX. A decision to exclude a student permanently should be taken only: <ul style="list-style-type: none"> a. in response to a serious breach or persistent breaches of the school's behaviour policy; and b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 				