



Rye College Policy

Policy Title:	Behaviour Management
Leadership Responsibility:	Deputy Headteacher
Review Body:	Head Teacher
Date:	February 2026
Review:	February 2027

Statement of Intent

Rye College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of college life. The college is committed to:

- Promoting and maintaining high standards of behaviour in a safe, calm and caring environment.
- Promoting self-esteem, self-discipline, with proper regard for authority, so each student learns to accept responsibility for their own actions.
- Ensuring equality and fair treatment for all by endeavouring to provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Praising and rewarding good behaviour.
- Having an approach to behaviour which draws upon positive parental involvement and positive student relationships.
- Teaching and model expected behaviour and positive relationships.
- Not tolerating disruption and take proportionate action to restore acceptable standards of behaviour through challenging and disciplining unacceptable behaviour.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The college acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019



- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following policies:

- Rye College Anti-Bullying Policy
- AQUINAS Child Protection and Safeguarding Policy
- Rye College Searching, Screening and Confiscation Policy
- AQUINAS Suspension and Exclusion Policy
- AQUINAS Pupil Equality, Diversion & Inclusion Policy
- AQUINAS Physical Intervention Policy
- AQUINAS Special Educational Needs and Disability (SEND) Policy

Roles and responsibilities

The Deputy Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the college. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour and implementing measures to achieve this.
- Determining the college rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health lead will be responsible for:

- Overseeing the whole-college approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the college engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.



The Inclusion Manager will be responsible for:

- Collaborating with the Trustees, Head Teacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the college.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the college's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teachers will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with the Inclusion Manager and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Inclusion Manager
 - Head Teacher



- Curriculum leaders
 - Deputy Headteacher
 - Assistant Headteachers
- As authorised by the Head Teacher, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students will be responsible for:

- Conducting themselves around the college premises in a safe, sensible and respectful manner.
- Their own behaviour both inside college and out in the wider community.
- Arriving to college and lessons in uniform, on time and fully prepared.
- Following instructions given by staff.
- Behaving in a respectful and polite manner towards all staff and students.
- Showing respect for the opinions and beliefs of others.
- Completing classwork as requested.
- Handing in homework at the time requested.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- **Supporting their child in adhering to the college rules and reinforcing this at home.**
- **Informing the college of any changes in circumstances which may affect their child's behaviour.**
- **Respecting and supporting the college's regulations.**

Definitions

Serious unacceptable behaviour

For the purposes of this policy, the college will define 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the college within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of a protected characteristic: age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.



- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature - this may include bullying via text or images generated by artificial intelligence (AI).
- **Possession of banned items** including, but not limited to legal or illegal drugs, alcohol, vapes or tobacco and items or paraphernalia relating to such.
- **Sharing of extreme views or opinions** that could be considered in nature, designed to cause alarm, distress or spread hate amongst groups within the college or community as a whole.
- **Truancy** and running away from college.
- **Refusing to comply** with disciplinary sanctions.
- **Theft.**
- **Verbal abuse**, including swearing, racist remarks and threatening language.
- **Fighting and aggression** - All physical fights are investigated and, in most cases, often result in fixed period suspension or permanent exclusion **for all involved parties (whether aggressor and/or retaliator)**. Please note the length of fixed period suspension may vary for each student depending on circumstances.
- **Persistent** disobedience or disruptive behaviour.
- **Extreme behaviour**, such as violence and serious vandalism.
- Any **behaviour that threatens safety or presents a serious danger.**
- Any **behaviour that seriously inhibits the learning of students.**
- Any **behaviour that requires the immediate attention of a staff member.**
- **Any form of physical, sexual, emotional or financial abuse or coercive control.** This includes harmful sexual behaviours including, but not limited to sexual violence, harassment and consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

The college will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The college's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The college will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the college is responding to a report of sexual violence, the college will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the college takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.



Low-level unacceptable behaviour

For the purposes of this policy, the college will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Incorrect and/or non-compliant uniform.
- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at college without homework.
- Disruption on public transport that may result in damage to the college reputation.
- Use of mobile phones without permission.

Please note: Mobiles phones may not be used, on site, at any point during the school day. Any exceptions are on an individual basis and linked to the monitoring of serious medical conditions ONLY e.g. diabetes. This reflects DfE guidance relating to mobile phones in schools.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the college’s behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the college. Staff will be provided with bespoke training, where necessary, on the needs of students at the college to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including matters which may affect a student’s behaviour, e.g. SEND and mental health needs.

Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the college develops and refines its behaviour policies and procedures.

The SLT will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the college.

Members of staff, who have or are aspiring to have responsibilities for leading behaviour or supporting student wellbeing, will be supported to undertake any relevant training or qualifications.



Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the college will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The college will promote resilience as part of a whole-college approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing.
- **Community engagement** – the college proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision (where possible) will be made to support and promote their positive mental health.

Instances of unacceptable behaviour will be taken seriously and dealt with. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of college by the DSL, will be provided alongside the use of sanctions to prevent the mis-behaviour recurring.

The college will record reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Managing Behaviour

Investigating Incidents

In the infrequent case of a behavioural incident taking place, relevant students are required to complete a written statement. Students may be required to respond to additional (verbal) questions to verify or clarify their statement. This information will be collated and carefully examined before any decisions are made. Students will always be given a chance to consider their behaviour. They will be encouraged to make any necessary apologies; show they can conform to expectations and make suitable reparation. Due consideration, when determining consequences, will be given to students who have worked positively with colleagues and told the truth.

Sanctions

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.



We use a range of sanctions to deal with inappropriate behaviour by students

These may include, but are not limited to:

- Warnings or verbal reprimands.
- Subject detentions after college for 30 minutes (3.30pm-4pm).
- Relocation: removal of a student from a lesson.
- After-college SLT detention (3.30pm – 4.30pm.)
- Breaktime detentions.
- Restorative Justice (where appropriate).
- Internal Fixed Period suspensions.
- Student report.
- Communication with families.
- Family meetings and interventions.
- Referral to external agencies (where appropriate).
- Community service e.g. litter picking etc.
- School-to-School placement – attending a different school for a specific length of time.
- External Fixed Period Suspension - The Head Teacher will consider whether the student should be suspended, in line with the AQUINAS Suspension and Exclusion Policy, and will determine the length of the suspension.
- Permanent Exclusion - The Head Teacher will consider whether a permanent exclusion is necessary, in line with the AQUINAS Suspension and Exclusion Policy, alongside alternative options such as a directed school to school placement or off-site direction to improve behaviour.

Detentions

Please Note: Parental consent is not required for detentions and it is the family's responsibility to arrange suitable travel arrangements following a detention.

The college does not run break detentions as an alternative to after-school detentions.

Parents will be informed of detentions via the Parent Arbor App. This can be downloaded from your online app provider. Students will be informed verbally and via the Student Arbor App.

Non-attendance to a detention will result in one of the following, dependent on individual circumstances:

- Additional detentions or comparable consequences.
- Internal Fixed Period suspension.
- External Fixed Period Suspension. Reintegration meetings will be held between the college, student and their parents/carers, and other agencies if relevant.
- **Breaktime detentions are for lateness and missed SLT detentions (both breaks) ONLY.**

For disciplinary sanctions to be lawful, the college will ensure that:



- The decision to sanction a student is made by a paid member of college staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to sanction a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The college will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home-life issues.

Interventions

A range of intervention strategies are used to help students manage their behaviour and reduce the likelihood of more severe sanctions being required. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system is in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of interventions used to address misbehaviour will include, but are not limited to the following:

- Home visits (announced and unannounced) where necessary.
- Mentoring and coaching.
- Short-term student report.
- Reasonable adjustment behaviour support plans. (Please note: reasonable adjustment refers to the action the college is reasonably able to take when taking into account the needs of other members of the college community, and effective and efficient running of the college).
- Engagement with and referral to local partners and agencies.
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and, if the student has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the daily curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition, making clear the key habits and routines required by the college, e.g. lining up quietly outside the classroom before a lesson.

Rye Values – Proud, Positive, Committed, Kind, Employable

The college will promote resilience as part of its whole-college approach to challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel;



include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

The college will work hard to ensure that every child is happy and well supported on their educational journey with us.

Points are awarded for our Rye Values. These can include reward points for:

Proud

- Quality of work and presentation.
- Correct uniform.
- Excellent conduct and standard of behaviour.

Positive

- Positive engagement and attitude towards work.
- Showing determination and perseverance.
- Demonstrating resilience in lessons.

Committed

- Demonstrating positive attributes that support learning and progress.
- Punctuality and having full equipment.
- Completing homework on time.

Kind

- Being supportive and helpful to others in college or wider community.
- Taking part in extra-curricular activities.
- Supporting younger learners across the college.

Employable

- Making positive progress in lessons.
- Showing positive engagement with the learning.
- Demonstrating a desire and want to learn.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The college will focus on forming positive relationships based on predictability, fairness and trust.

Rewards

We believe a consequence for one's actions helps to reinforce a sense of right and wrong. Our aim is to develop clear boundaries and reiterate all choices and actions have a consequence whether for the individual, another person or the community as a whole.



Good consequences

We believe praise is the key to support a positive sense of self. Our aim is to develop positive self-esteem and raise achievement by rewarding good and improved learning behaviour through positive action.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND.

Where a student is identified as having SEND, a graduated approach will be used to assess, plan, and review the impact of support being provided.

The college will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the college may implement where appropriate include, but are not limited to the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long.
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with DfE (2013) 'Use of reasonable force' members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging college property, and to maintain good order and discipline in the classroom.



Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the AQUINAS Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to the first-aid and the Head Teacher and student's parent/carer will be contacted. Where appropriate, the Head Teacher may decide to temporarily remove the student from the college via a suspension. Where suspension is carried out, the student's parent/carer will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the college contacting their parent.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

All incidents of Physical Intervention must be reported to the Head Teacher. An investigation will be conducted with all relevant information recorded.

Removal from the classroom – Relocation

The college may decide to remove students from the classroom for a limited period, at the instruction of a member of staff.

The student will be moved to a room that is:

- In an appropriate area, e.g another lesson, solo study room, SLT office.

The college will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can continue in a managed environment.
- To allow the student to regain calm in a safe space.

The college will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

Internal Fixed Period Suspensions

The college may decide to remove students from the classroom for a limited period as an alternative to external suspension.

The amount of time that a student spends in internal suspension will be up to the college to decide. This could be for more than one college day. The college will ensure that the student is not removed from the classroom any longer than necessary.



Students will be permitted to eat during allocated times of the college day and may use the toilet as required outside of breaktimes. You will be requested to provide a packed lunch on these day(s). If your child receives free school meals a packed lunch will be provided.

Smoking (including vapes) and controlled substances

In accordance with the Health Act 2006, the college is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on college grounds. Students will not be permitted to bring smoking materials or any form of nicotine products to college.

The college has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances, this includes any form of drug paraphernalia.

Prohibited items, searching students and confiscation

The Head Teacher and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs and legal highs.
- Stolen items.
- Tobacco, cigarette papers, cigarettes and lighters
- Vapes
- 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 any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

For some items, the college will always seek specialist advice, e.g. suspected illegal drugs or items which might be used as weapons. We are committed to working in partnership with police, youth offending teams and other specialist agencies to cover such issues. We will not hesitate to access specialist support and advice, if an incident occurs. Any item of an unlawful, offensive or hazardous nature (e.g. illegal drugs, valuable stolen items) will be handed to the police.

All members of staff can use their power to search without consent for any of the items listed above where they have reasonable grounds to suspect a student is in possession of a prohibited item. Staff will follow the provisions outlined in the college's Searching, Screening and Confiscation Policy when conducting a search and confiscating items.

Please note prohibited items will NOT be returned.



Mobile Phones

Students are permitted to bring mobile phones to college; however, in line with government guidance, **mobiles phones may not be used on site at any point during the school day**. Any exceptions are on an individual basis and linked to the monitoring of serious medical conditions **ONLY e.g. diabetes**.

All devices must be switched off and placed in bags so they are out of sight throughout the school day. This applies at any time the student is on the school site.

Non-Permitted Use and Consequences

Any student found using their mobile phone will have their device confiscated.

If a mobile phone is seen or used during the school day, it will be confiscated and returned to the student at the end of the day. A 30-minute detention will also be issued.

If a mobile phone is confiscated for a second time within the same term, the student will be required to hand their phone in to the school each morning for the remainder of that term.

In all cases, mobile phones can be collected from the Student Hub at the end of the school day.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities.

Teachers will employ strategic seating arrangements such as:

- Seating those who frequently model poor behaviour closest to the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Please note: Seating plans are NOT based on friendship groups.

Please note: reasonable adjustments may be made for students with SEND.



Behaviour outside of college premises

Students at the college must agree to represent the college in a positive manner. College rules will apply both inside college and out in the wider community, particularly if the student is dressed in college uniform.

Staff can sanction students for misbehaviour outside of the college premises, including conduct online, provided the student is:

- Wearing college uniform.
- Travelling to or from college.
- Taking part in any college-related activity.
- In any way identifiable as being a student at the college.

Staff may also sanction students for misbehaviour outside the college premises, including conduct online, that:

- Could negatively affect the reputation of the college.
- Could pose a threat to another student, a member of staff at the college, or a member of the public.
- Could have repercussions for the orderly running of the college.

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the college premises and reported to the college will be dealt with in accordance with the Anti-Bullying Policy.

The college will investigate and impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the college premises as would be imposed for the same behaviour conducted on college premises. In all cases of unacceptable behaviour outside of the college premises, staff will only impose sanctions once the student has returned to the college premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the college are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The college will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of student support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, students, and other stakeholders on their perceptions and experiences of the college behaviour culture.

The data will be monitored and objectively analysed to identify any possible factors contributing to



the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform college policies and practice.

Staff will help to paint a whole-college picture of an effective behaviour culture by being held accountable for their part in maintaining the college's behaviour systems and processes.

Monitoring and review

This policy will be reviewed by the Head Teacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.