

Linton Village College

BEHAVIOUR POLICY

This policy was approved:	December 2023
Policy version:	2.1
This policy will be reviewed:	Autumn 2025
Member of staff with responsibility for review:	Tim Darby
This policy was consulted with:	FGB
This policy was consulted with external unions (HR policies):	
This policy was distributed to:	

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1. Introduction

Linton Village College seeks to deliver an excellent standard of education for *all* students, regardless of race, disability, gender, religious beliefs, social background or ability. Positive, pro-social behaviour is an essential ingredient for an effective teaching and learning environment in which everyone, staff and students alike, can thrive and achieve their best, whilst feeling respected, safe and secure.

The Behaviour policy sets out clearly and simply the principles, methods and monitoring systems which together seek to ensure that students at Linton Village College feel safe; treat their peers and staff with respect and consideration; develop a sense of responsibility through which successful learning can take place.

Our key principles are:

- we aim to ensure that the College is a safe and secure environment for all staff and students.
- we believe that fairness, trust, and mutual respect are crucial to creating an encouraging and positive community.
- we believe that giving students opportunities to reflect on their behaviour and teaching them how to respond/ behave can lead to long term change and development of pro-social behaviours.
- we believe that positive relationships between staff, parents/carers and students are central to supporting students both academically and personally.
- we enjoy and value partnership with our parents/carers and expect support from them in behavioural and/or disciplinary matters. We place great importance on this partnership and understand the significant role that parents/carers play in the education of their child.
- we aim to develop a culture of excellence within the College and in doing so provide students with appropriate and transferable skills and values.
- we believe in delivering an ambitious, inclusive, and enriching curriculum to allow all students the opportunities to develop the Linton Learner attributes: caring, curious, independent and responsible.

2. Behaviour Definitions

To ensure we can work in partnership with all stakeholders and have consistent communication it is important to understand the different types of behaviour referred to in the Behaviour policy.

Pro-social behaviour is:

- positive, helpful and intended to promote social acceptance.
- characterised by a concern for the rights, feelings, and welfare of others.
- benefits other people or society.

Unacceptable behaviour can be categorised in two ways:

1. Difficult behaviour is any behaviour that is anti-social, but not dangerous. This would include disruptive behaviour that impacts upon a teacher's ability to deliver their lesson and inhibits the learning of the other students.
2. Dangerous behaviour is behaviour which could result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as vandalism or racist abuse.

3. Behaviour Expectations

At Linton Village College we have high expectations of all students. Our minimum behaviour expectations (Safe, Ready, Respectful - see *Appendix 1*) are concise, yet explicit, minimum standards of behaviour for all members of

the College community. It places a shared responsibility across all stakeholders. Furthermore, in accordance with the College's Safeguarding and Child Protection Policy, safeguarding is everyone's responsibility.

The Principal and Senior Leadership Team will:

- Be present & visible, leading by example and role modelling appropriate behaviours.
- Interact and engage in a respectable manner with all members of the College community.
- Ensure that all stakeholders know their responsibilities and, where appropriate, receive training and support to be confident in carrying these out.
- Take appropriate action to safeguard staff, students, and their parents/carers.
- Produce regular information for staff and governors about the policy and how it is working and provide training if appropriate.
- Review and evaluate the Behaviour Policy, taking into consideration the views of all stakeholders and any statutory guidance ([the Department for Education's Behaviour in Schools, Advice for Headteachers and School Staff, September 2022](#))

Staff will:

- Treat students and parents/carers with respect and role model appropriate behaviours.
- Ensure high-quality teaching, in line with our Ambitious, Inclusive and Enriching curriculum expectations, and promote an enjoyable, engaging and stimulating classroom experience.
- Help ensure a calm, purposeful learning environment through consistent application of the Behaviour Policy.
- Reinforce uniform expectations.
- Strive to keep students safe from bullying or harassment in any form.
- Log any safeguarding concerns with the safeguarding team in accordance with the College's Safeguarding and Child Protection Policy.
- Respond calmly and professionally to any unacceptable behaviour in an appropriate manner.
- Carry out duties conscientiously.
- All teachers will manage behaviour in line with the teacher's standards, the [Anglian Learning Code of Conduct](#). Namely and the College's consistent behaviour management approach (See Appendix 2). This means they will:
 - Have clear rules and routines for behaviour in classrooms; take responsibility for promoting good; and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly.
 - Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.
 - Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
 - Use scripts to deliver consistent responses to unacceptable, difficult or dangerous behaviour within the classroom and outside.

Students must always demonstrate behaviour that is Safe, Ready, Respectful (See Appendix 1). Specifically, students must:

- Behave at all times in a respectful way towards all members of the College and the wider community.
- Show appropriate regard to for authority of all College staff.
- Strive to achieve their full potential.
- Be fully equipped (Appendix 5) and ready to learn.
- Work positively, supporting others, and to the best of their ability, even when the tasks are challenging.
- Take responsibility for their own learning in school and at home.
- Attend school regularly and punctually.
- Behave in a safe; considerate and thoughtful way in College and in the wider community.
- When travelling to school, including on the school bus, students must demonstrate behaviour that is Safe, Ready and Respectful, and adhere to My Responsibilities as a Bus User
- Log any safeguarding concerns with the safeguarding team.
- Behave online in a caring and responsible way.
- Be respectful to the College environment.
- Maintain high standards of appearance, in accordance with the College's uniform expectations (See Appendix 4) .
- Report any unacceptable behaviour witnessed to a member of staff immediately.
- Adhere to the relevant College 'Code of Conduct' on College trips and visits.

Parents/carers should:

- Treat all members of the College with respect.
- Support the College in maintaining high standards of behaviour, discipline, and learning.
- Attend meetings/events and engage in a positive relationship with the College that supports learning and our ethos.
- Ensure that their child is fully equipped for school, to support learning.
- Ensure that their child attends school regularly and punctually.
- Support and help uphold the College's uniform expectations and contact the form tutor if there is any barrier to doing this.
- Report anything of concern that comes to light regarding students' behaviour and safety to a member of staff in an appropriate and timely way.
- Recognise success and achievement.
- Ensure that no-reply@go4schools.com is on their safe senders list to guarantee behaviour communications are received.

The Governing Body will:

- Ensure that the College's Behaviour Policy (and related policies) is designed to promote pro-social behaviour, good discipline amongst the student body, and support effective teaching and learning.
- Ensure that the Behaviour Policy (and related policies) are robust, do not discriminate, and are communicated to all relevant stakeholders.
- Ensure that the views of students, parents and staff are listened to when the policy is under review and when making amendments.
- Scrutinise behaviour data, including suspension and exclusion figures, presented to them on a regular basis.

- Hold the Principal and Senior Leadership Team accountable for the Behaviour Policy.

4. The Linton Learner Attributes

Alongside the College's minimum behaviour expectations (Safe, Ready, Respectful) students are also expected to develop and demonstrate the Linton Learner attributes. Governors, staff, parents/carers and students have established these four attributes as the behaviours, habits and skills of successful learners and moreover what we envisage as important attributes for life.

The Linton Learner attributes are:

- Caring
- Curious
- Independent
- Responsible

The Linton Learner attributes underpin what we value, promote and teach at Linton Village College and are incorporated into assemblies, lessons, parent/carer newsletters and communication opportunities around the College and provide context for behaviour, praise and celebration.

Staff use the minimum behaviour expectations of 'Safe, Ready, Respectful' to talk to students and parents/carers about discipline and behaviour for learning as we believe that a common and consistent approach to the language used is important.

5. Rewards and Consequences

A coherent system of praise, rewards, celebration, and consequences is used at Linton Village College. This system is based upon "live" behaviour points logged onto Go4Schools by staff. Via Go4Schools, behaviour points are visible to students and their parents/carers therefore encouraging further discussion and support at home. Rewards are used more frequently than consequences to promote positive behaviour and general College ethos.

5.1 Rewards

Staff at Linton Village College promote and model the pro-social behaviours that are conducive to learning. Staff will look for opportunities to issue praise, house points and postcards to students in recognition of the successes of our learners both inside and outside of lessons.

Sharing positive achievements with students and parents/carers is a powerful way in which to engage and motivate students in learning. It allows parents/carers to collectively share the successes of their child together with them, whilst also supporting the College. We also believe that these experiences contribute towards building students' confidence and self-esteem, not only as learners, but as people.

Students can receive the following rewards at the College:

Reward	Description
Verbal Praise	Given by any member of staff for positive behaviour, an achievement, progress or efforts demonstrated inside or outside of lessons.
Written Praise	Given by any member of staff within the student's class book or via email.

House point	<p>Awarded by staff for demonstration of going 'Above & Beyond', linked to the four Linton Learner attributes, as well as those students who demonstrate excellent participation/engagement in their learning.</p> <p>These are also used to promote attendance: awarded for improved or sustained attendance on a weekly basis.</p>
Postcard	<p>Awarded for significant pieces of work, improvement or progress over a given period, regular representation of the College at sports, extra-curricular or arts events. Postcards are sent digitally.</p>
Awards	<p>A range of awards are issued to students when they have accrued a certain amount of house points. There are badges and certificates for those who meet the threshold for the awards.</p> <p>Bronze Award = 90 Silver Award = 125 Gold Award = 170 Platinum Award = 215</p>
Principal's Award / Linton Blue	<p>Principal's award: Awarded for significant achievements / contributions to learning, exceptional progress or effort, an impressive one-off success or at the discretion of the Principal.</p> <p>Linton Blue: Awarded for consistently demonstrating the Linton Learner values across the year.</p>
Presentation Evening	<p>Specific awards are presented to Year 11 students for their achievement and/or progress. Year 11 students and their parents/carers are invited into the College in November (after they have left) for this occasion.</p>

We believe that it is important to celebrate the success of our students. As such, it is important to recognise those students who are issued with large numbers of house points, which takes place in half-termly year assemblies. The purpose of the rewards system is to recognise and celebrate the achievements of all students. House points are therefore issued to recognise the progress that students have made as well as the achievements made.

Beyond the classroom there are opportunities to be recognised in the following College initiatives:

- 8mates.
- Sports leaders.
- Enrichment challenge – Bronze, Silver and Gold.
- Prefects and senior prefects.
- Senate membership
- Participation in extra-curricular activities (such as Duke of Edinburgh Award or Maths Challenge).

4.2 Consequences

The College will always strive to modify behaviour through a variety of means, such as praise, reward and celebration, and communication of the Linton Learner attributes and behaviour expectations. However, inevitably the College will, on occasions, need to apply consequences to improve behaviour and reinforce with students the importance of their own behaviour and how it impacts on others. Moreover, it might be necessary to issue consequences to students who have been a bystander in an incident and not reported it to a member of staff.

Teachers will use the “In Lesson Support Plan and Consequences Flowchart” to address any unacceptable behaviour that occurs in lessons. The purpose of this approach is to ensure that we achieve the correct balance between consistency and relational practice. (see Appendix 4). In incidences of unacceptable behaviour, both inside and outside the classroom, staff attempt to improve the behaviour before issuing any consequences. The consequence issued will be determined by the level of unacceptable behaviour and frequency to develop consistency and fairness amongst staff as outlined in the table below. For students who fail to attend any consequence beyond the Reflection & Restoration Sessions the consequence will become cumulative.

When issuing consequences, the law expects schools to consider a student’s individual circumstances and to avoid discrimination on any grounds. For example, the [Disability Discrimination Act 1995](#) and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled; this imposes a duty to make ‘reasonable adjustments’ where a student’s disability has limited their understanding.

The College will seek to work in partnership with parents/carers regarding unacceptable behaviour. However, the [Education and Inspections Act 2006](#), states that the right to regulate students’ conduct and impose consequences does not depend on individual parental ‘permission’. On many occasions, parents/carers will be notified of unacceptable behaviour and the consequence imposed by the College as we believe that their support is key in teaching positive behaviour and behaviour for learning.

Consequence	Description
Classroom Based Intervention	<p>All behaviour management starts with the Meet & Greet as students arrive for lessons.</p> <p>Using positive reminders, praise and support is much more effective than highlighting unacceptable behaviour and, wherever possible, should always be used first to correct behaviour.</p> <p>All teachers will use the staged response to behaviour in lessons. Alongside this, class teachers might decide to change seating plans and working groups.</p> <p>All teachers follow the 'In lesson Behaviour Support and Consequences Flowchart' (see Appendix 3) to support students to engage positively in lessons. They will use non-verbal instructions, general reminders regarding expectations and soft skills/teacher craft to modify behaviour, before issuing a Specific Reminder or 1st Warning.</p> <p>They will use praise to highlight the positive behaviours.</p>
Restorative Conversation (from 2 to 15 minutes)	<p>For those students whose behaviour requires a 2nd warning during a lesson. They may also be used for a lack of home learning or equipment.</p> <p>This conversation is arranged by the teacher and the duration of this will depend on the nature of the behaviour and the student's response to the conversation.</p> <p>This is an opportunity to identify who has been affected, consider how relationships can be repaired and plan for a different response if the same experiences or feelings re-occur.</p> <p>This will be logged on Go4schools and phone calls home are made to discuss the behaviour that needs to be addressed.</p> <p>Whole class punishments are not permitted.</p>
Reflection and Restoration Session (30 minutes)	<p>This is used for repeated incidents of unacceptable behaviour or for failing to engage with learning (both in the lesson and at home).</p> <p>This gives a student more time to reflect on their behaviour, restore the relationship (through conversations with their teacher) and make up for missed learning.</p> <p>These Reflection and Restoration Sessions are facilitated by middle leaders and take place in Business Suite daily from 13:20-13:50.</p> <p>This is recorded on GO4Schools which is visible to parents/carers.</p>
After-School Detention (ASD) (1 hour)	<p>ASDs are issued to students whose behaviour requires a 3rd warning and removal from a lesson, or as additional consequence for those who choose not to attend a Reflection and Restoration session.</p> <p>They may also be used for those students where previous consequences have not modified behaviour or where the particular incident warrants a more significant consequence.</p>

	<p>An ASD takes place in the Business Suite on Monday, Wednesday and Friday from 15:05 to 16:05 and supervised by senior or middle leaders.</p> <p>Students are expected to wait until 15:20 in the event the supervising member of staff is late.</p> <p>This is recorded on GO4Schools which is visible to parents/carers.</p> <p>The College will notify parents/carers of an ASD by email from Go4schools (no-reply@go4schools.com) the day before the detention.</p> <p>Where there may be difficulty regarding transport home, the date and timing of the detention may be subject to negotiation between parents and teachers but this does not remove the College's right to detain a student.</p>
Subject Lesson Removal (maximum of 2 weeks)	<p>When a student's behaviour within one subject is dangerous or it has deteriorated to the point where it is having a regular impact upon the learning of others they may be withdrawn from that class for a short period of time.</p> <p>This allows staff time to discuss the behaviour with the student and develop clear expectations and strategies for them to reintegrate them successfully back into the classroom. The subject leader is responsible for implementing this.</p>
Social Isolation	<p>When students demonstrate unacceptable behaviour during break and lunchtime, or for persistent failure to meet the College's uniform expectations, it may be more appropriate to isolation them during break and/or lunchtime. For students who choose not to attend an After School Detention they will be isolated for a lunchtime in addition to the After School Detention.</p> <p>For lunchtime isolations students are expected to attend Room 19 from 13:10 until 13:55.</p> <p>Parents will be informed by telephone and/or automated email from GO 4 Schools+, and may be asked to attend a meeting in school to discuss behaviour.</p> <p>Community Improvement, arranged individually, may be issued as alternative where to Social Isolation if the consequence is for disrespect towards the College environment.</p>
Internal Suspension (Isolation)	<p>Incidents of dangerous behaviour or repeated unacceptable behaviour that do not meet the threshold for suspension may result in Internal Suspension. Students are expected to work in silence on work provided by teachers (usually set on Satchel:one) and other staff. This may be issued for students who fail to attend their social isolations.</p> <p>Parents/carers will be notified by telephone, although permission does not need to be given, and may be asked to come into the College to discuss their child's behaviour. There is no legal right of representation against internal suspension. Internal suspension is recorded on Go4Schools which is visible to parents/carers.</p>
Bus Bans	<p>For incidents of repeated unacceptable behaviour whilst travelling on College buses, where warnings have been ignored, or for serious one-off incidents, students may face temporary or permanent bans in accordance with Local Authority guidance.</p>
Respite	<p>For students whose behaviour is causing serious concern or for whom the Individual Behaviour Plan is not modifying the behaviour this it may be necessary to direct their education off-site for a short period of time (usually one or two weeks).</p>

	<p>The rationale behind this is to give the student an opportunity to break the cycle of unacceptable behaviour; time to reflect on the behaviour; and the College to consider alternative support for the student.</p>
Suspension and Permanent Exclusion	<p>Serious incidents of dangerous behaviour or repeated unacceptable behaviour may result in suspension or permanent. Permanent exclusion may be imposed in response to the most serious forms of misconduct and/or in situations where suspensions have not brought about the required change in a student's conduct.</p> <p>Parents/carers will be notified of a suspension by telephone from their child's Head of Year or a member of the Senior Leadership Team, and also by letter from the Principal.</p> <p>Following any period of suspension, parents/carers and their child are invited to attend a reintegration meeting. This meeting usually takes place on the first morning that the student is due to return to the College. The purpose of the meeting is to ensure that the student understands why they were suspended, how this impacts others, and that strategies for additional support, if required, can be explored. This may include any plans for a phased reintegration to lessons and social times, and arrangements for completion of any outstanding consequences missed prior to the suspension.</p> <p>With all suspensions and exclusions, the College always follows the latest DfE and Local Authority. Please refer to the College's Suspensions and Permanent Exclusions policy for more information.</p>

5.3 Support for Students

The College is committed to modifying unacceptable behaviour and to enable students to make positive choices in terms of their conduct and learning. We understand, that at times, some students will need a therapeutic approach to allow the College to better understand the root causes of behaviour. We also know that some students will need additional pastoral support to help them to change their behaviour. We recognise some of our most vulnerable students require additional support and referrals to the Well Being team may be needed help address the behaviours they are displaying.

The behaviour is reviewed by Heads of Year and SLT line managers in their fortnightly meetings; and discussed in briefings and meetings with Heads of Year and Year Teams. Where the behaviour of a student gives rise for concern, the Head of Year will consider implementing appropriate support and intervention to help with improvement and to enable effective monitoring. The support is applied fairly and consistently consulting with the SENCO where 'reasonable adjustments' may need to be made.

This often involves placing the student on a monitoring report, with explicit targets, but may also involve additional mentoring from the Year Lead or other pastoral staff.

The stages outlined below are normally progressive. However, the College may accelerate its response in the light of increased or high levels of inappropriate behaviour, or a serious one-off incident.

Intervention	Description
Targeted Mentoring	Students may be offered mentoring by a member of staff should there be concerns over their behaviour. This can both be as issues are identified as well as part of a strategy for managing longer-term behaviour.
Teacher Focus	When a student receives 2 nd and 3 rd warnings twice in a half term. Duration = 4 weeks maximum

Subject Focus	When a student continues to receive 2 nd and 3 rd warnings behaviour in spite of teacher intervention. Duration = 4 weeks maximum
Tutor Focus	When a student is receiving 2 nd and 3 rd warnings in more than 3 lessons or students display unacceptable behaviour outside of lessons on two occasions in a half term. Duration = 4 weeks maximum
Head of Year Focus	When a student continues to receive 2 nd and 3 rd warnings in more than 3 lessons or students continue to display behaviour outside of lessons that is not Safe, Ready or Respectful. The student must have already received form tutor intervention to move to this stage. Duration = 4 weeks maximum
Individual Behaviour Plan (IBP)	When a student continues to receive 2 nd and 3 rd warnings in more than 3 lessons or students continue to display unacceptable behaviour outside of lessons. The student must have already received Head of Year Intervention to move to this stage. OR as a result of an isolated serious incident that is in serious breach of the College's code of conduct. Duration = 8 school weeks initially with option of a further 4 weeks if targets are partially achieved.
Pastoral Support Plan (PSP)	The PSP is an intensive support process that is put in place for a student who is at risk of permanent exclusion. The OR as a result of an isolated serious incident that is in serious breach of the College's code of conduct. Duration = 16 school weeks.

Whenever appropriate the College will adopt a therapeutic approach to allow staff to better understand the potential root cause of the behaviour in order to support the student.

The College uses Student Passports to share strategies to support those on the SEND register and our Pupil Premium students.

The College is developing a coherent behaviour curriculum which is delivered through assemblies, tutor time and PSHE.

5.4 Behaviour Outside of College

In addition to unacceptable behaviour taking place during the College day, or on trips and visits, the College will also consequence students outside of the school premises "to such an extent as is reasonable" and in the following circumstances:

- When students are involved in issues outside of College whilst wearing their uniform.
- When students are in some other way identifiable as a student at the College.
- Where the behaviour in question could have repercussions inside the College, for example unacceptable use of social media that poses a threat to another student or member of the public or could adversely affect the reputation of the College.
- Where the misbehaviour in question was on the way to or from the College;
- Where the misbehaviour occurred whilst the student was on work experience.
- Where the misbehaviour in question was on the bus.
- Where the behaviour brings the College into disrepute.

- Where students are not demonstrating behaviour that is Safe, Ready and Respectful whilst on a school trip.

5.5 Uniform

We believe that consistent uniform plays a crucial role in fostering a positive learning atmosphere for our students and it instils a sense of pride and belonging in the College community. We will seek to work in partnership with parents/carers to overcome any barriers to all students meeting these expectations. (See Appendix 5)

The form tutor is responsible for checking uniform at the start of the day and issuing 'green slips' for those whose parents/carers have notified them of an issue. They will log the uniform/jewellery infringement on Go4schools and phone home to discuss when the issue will be resolved.

Heads of Year will support form tutors in liaising with home for persistent offenders. Students who choose to ignore or defy our expectations can expect consequences. These consequences will range from reminders (logged on Go4schools) to social time isolations or removal from community events, such as the Year 11 prom.

6. Home/School Communication

Good channels of communication and therefore positive relationships between home and school reinforces behaviour and learning. The College wishes to work in partnership with parents/carers and in doing so foster a sense of honesty, trust and respect. The College will ensure that communication with parents/carers regarding their child's behaviour is timely and that any issues are discussed in an appropriate manner, for example on the telephone, via email, letter or a face to face meeting.

The College also expects parents/carers to communicate with staff in a appropriate way so that matters can be professionally resolved by working together. We would like to remind parents that whilst we are able to discuss matters relating to your child, we are not able to discuss other students. Specifically, we are not able to discuss the consequences issued to other students as a result of behaviour events. The College uses Go4Schools as a means to log both positive and negative behaviour.

Rewards and consequences are recorded on Go4Schools by staff so that students and their parents/carers can see positive and negative totals "live". A weekly behaviour digest will be sent to parents from Go4Schools summarising all behaviour events accrued by their child during the previous week.

7. Staff Induction, Development and Support

The College is committed to providing staff training and support to develop effective and consistent behaviour strategies and the teaching of pro-social behaviour. All new staff will receive behaviour management training that encourages pro-social behaviour through a combination of high expectations, clear policy and systems, alongside an ethos based on building positive relationships through which successful learning can take place. Training for all staff is planned to meet the needs of the College's community and develop a more consistent approach to managing behaviour, as well as offering support for those staff who need it.

8. Transition

When students make the move to the College we make every effort to understand any behaviour issues that have presented themselves previously in order to ease the transition process. With a Head of Year overseeing each cohort, and tutors remaining with tutor groups wherever possible, any potential issues starting the next academic year can be anticipated and planned for. As far as possible this information, alongside other needs, is also taken into consideration when creating the learning groups in all years. All new students have the College's behaviour expectations shared with them and their family. Likewise, when students leave, information on behaviour issues may be shared with other schools and Colleges.

At the start of every year we share the behaviour expectations with students through assemblies and tutor time activities, and parent/carers through newsletters. Information on behaviour issues is shared with class teachers to support with managing new classes.

9. Positive Handling (use of Reasonable Force)

Staff will always attempt to de-escalate situations through calm and non-threatening methods. Staff will only use positive handling if there is a clearly identified need, or there is an immediate risk of physical harm to themselves or others.

As outlined in the DfE publication: [“Use of reasonable force. Advice for headteachers, staff and governing bodies”, July 2013](#) the use of physical intervention should, wherever possible, be avoided. However, staff have the legal power to use ‘reasonable force’ in certain situations to control student behaviour.

10. Searching and Confiscation: Banned Items

As outlined in the DfE publication: [“Searching, screening and confiscation Advice for headteachers, school staff and governing bodies” July 2022](#) the College has a statutory power to search students, or their possessions, without their consent where there is suspicion that the student has “prohibited items” or . The items included under this power are:

- Knives and weapons.
- Alcohol.
- Illegal drugs and associated paraphernalia.
- Stolen items.
- Smoking / vaping equipment / nicotine-related items.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

On the rare occasion that a student may need to be searched, the search will be conducted by a member of staff who is the same sex as the student and with another member of staff present as a witness. A search will always be carried out in a respectful manner.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings. The College will contact parents within 24 hours of a search taking place, making them aware of the reason for the search and whether anything was found.

The person conducting the search may require the student to remove only outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as

underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. The member of staff may also search the student's 'Possessions' which means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

The College also has the right to "seize any item, they consider harmful or detrimental to school discipline" as outlined in the DfE publication: ["Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" July 2022](#) . At Linton Village College mobile devices would fall into this category. They must be switched off and kept out of sight in students' bags or lockers between 8:25am-3:00pm, as outlined in the [Personal Mobile Devices Policy](#).

11. Safeguarding

Safeguarding is everyone's responsibility at the College and all members of the school community act in the best interests of the child. Staff and governors are trained in how change in a student's behaviour, amongst other things, could be an indicator that something is seriously wrong in their lives. A robust and rigorous referral process is in place for safeguarding concerns at the College and the safeguarding team are swift to respond.

Students are also taught about safeguarding through the Linton Learner attributes, 'caring, reflective and responsible' in assemblies, tutor time and in PSHE lessons. There is also a procedure in place for students to log any worries they may have about a peer. Students can report any concerns by submitting a Peer Postcard. Concerns can also be raised by contacting the safeguarding team by email: thinkpink@lintonvc.org.

12. Child-on-Child Abuse

All students at Linton Village College have the right to feel safe from any abuse. Child-on-child abuse will not be tolerated in any form and consequences will be issued in line with this policy for any student involved in such behaviour. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the relationships of students in school.

Any incident of child-on-child abuse will be reported immediately to the College's Safeguarding team to decide on the appropriate next steps for all those involved.

Staff receive training to recognise the different types of abuse.

For more details on Child-on-child abuse please refer to the College's [Safeguarding and Child Protection Policy](#) and [Anti-Bullying Policy](#).

13. E-Safety

Online behaviour can have a negative impact on student relationships in school. Technology can be exploited by students to bully, embarrass, denigrate, threaten or harass fellow students or members of staff. The misuse of social media inside or outside of the College will not be tolerated and disciplinary procedures will be applied to ensure that students and staff feel safe and secure. Please refer to the [College's E-Safety Policy](#) for more detailed information.

14. Prevent Duty

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means schools have a responsibility to protect children from extremist and violent views, in the same way that we protect them from drugs or gang violence. Importantly, schools can provide a safe place for students to discuss these issues so that they can better understand how to protect themselves. College staff are trained in how to recognise indicators of radicalisation and extremism and understand the importance of referral to the College's Prevent Lead.

15. Illegal Activity

The College will always report any illegal activity to the police.

16. Malicious Allegations

If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a student.

17. Appeals

The College has the right and duty to enforce expectations and discipline students and expects support from parents/carers. Where parents/carers have concerns about the application of the Behaviour Policy, they are encouraged to follow the three stages in the Trusts' complaints procedure. These are:

- Stage 1- informal (Class Teacher/Subject Leader/Head of Year)
- Stage 2- formal (Senior Leadership Team)
- Stage 3- formal (Governors via the Clerk)

18. CCTV

The College will only use surveillance cameras for the safety and security of the College and its staff, students and visitors. Surveillance will be used as a deterrent for antisocial or violent behaviour and damage to the College. The College will use CCTV as and when appropriate to inform investigations into breaches of the College's Behaviour Policy. The College will adhere to and uphold data protection principles at all times.

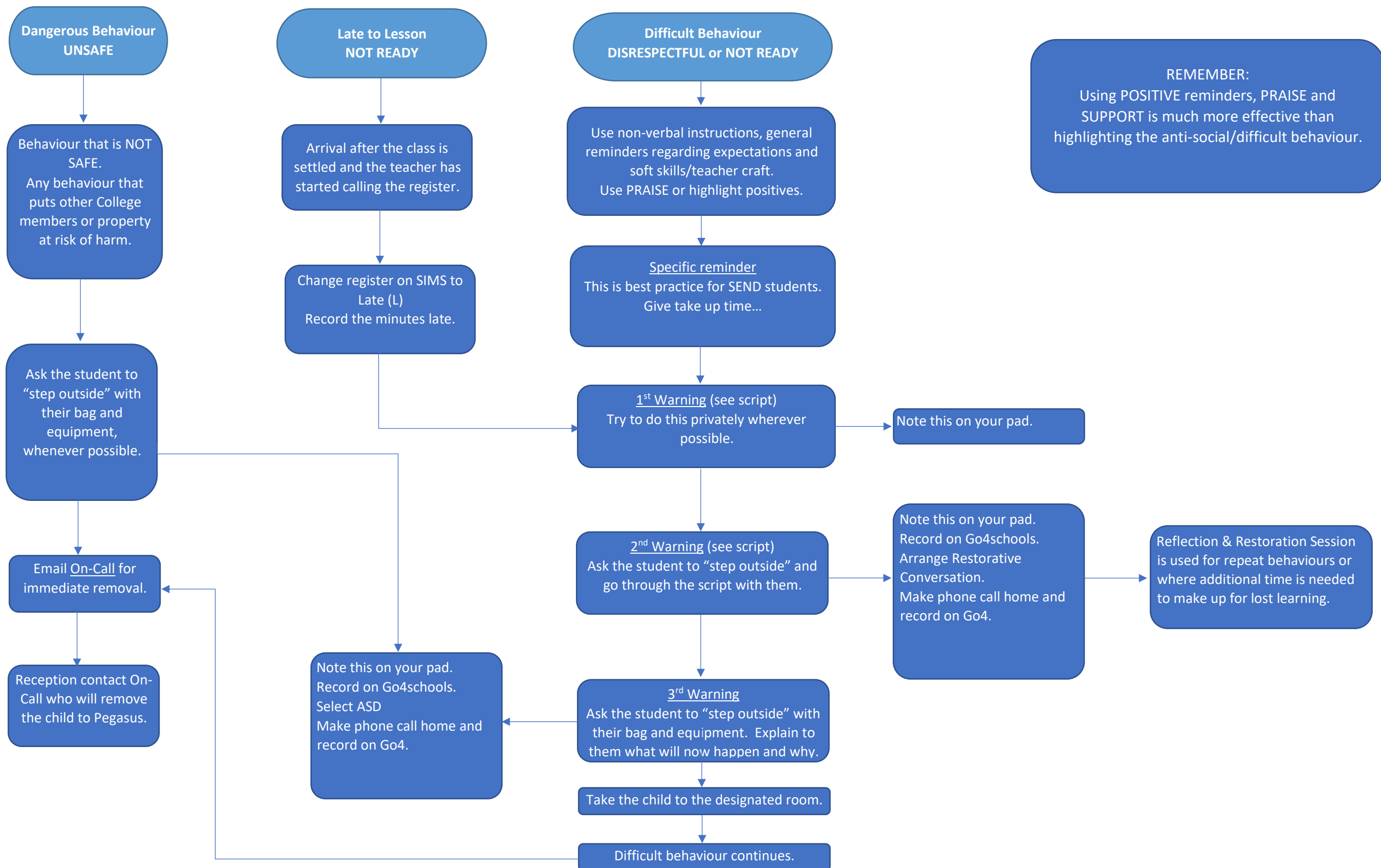
Responsible behaviour at LVC

<p>We are <u>safe</u></p> <ul style="list-style-type: none"> • We behave responsibly on our journey to and from school. • We move around the school calmly and orderly, walking on the right. • We interact sensibly, ensuring everyone's safety and wellbeing. 	<p>We are <u>ready</u></p> <ul style="list-style-type: none"> • We arrive on time, fully equipped and in correct uniform. • We focus in lessons and complete activities straight away. • We are committed to our learning and try our best with all tasks. 	<p>We are <u>respectful</u></p> <ul style="list-style-type: none"> • We follow staff instructions without delay or argument. • We take care of the school environment. • We communicate politely with each other, listening attentively when somebody else is speaking.
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Consistent behaviour management at LVC

<p>We apply <u>ambitious</u> standards with all our students</p> <ol style="list-style-type: none"> 1. We have a learning task ready for students to begin straight away in every lesson. 2. We issue praise, House Points and postcards to recognise students' commitment to learning. 3. We follow the LVC behaviour policy when student behaviour is not safe, ready or respectful. 4. We log positive and negative behaviour events, including second verbal warnings on Go4Schools. 5. We seek support from colleagues to address persistent behavioural challenges. 	<p>We are <u>relational</u> and caring in our approach with all students</p> <ol style="list-style-type: none"> 6. We welcome students and greet our classes warmly at the beginning of every lesson. 7. We look to have restorative conversations with students when needed to ensure that positive teacher-student relationships are preserved. 8. We remain calm, measured and in control of our emotions when communicating with students. 9. We use de-escalation strategies when responding to negative student behaviour. 10. We make proactive contact home to share successes and concerns with our families.
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21. Appendix 3 In lesson Behaviour Support and Consequences Flow Chart (Introduced November 2023)



Soft Skills/Teacher Craft

Use non-verbal instructions, general reminders regarding expectations and soft skills/teacher craft. Some examples of these skills are listed below:

- Teaching, practising and refining routines for all elements of the lesson, including the beginning and end of lessons.
- Use countdowns with a running commentary to transition between different elements of the lesson i.e. discussion to teacher talk.
- A reminder of the expectations for learners **Safe, Ready, Respectful** delivered consistently to the class as a whole or to groups of students.
- Use of positive phrasing to emphasise the pro-social expectations “Put your hand up and wait for me before giving your answer please”.
- Using non-verbal cues such as body language and gestures to reinforce expectations.
- Alter the volume and tone of your voice or slow down speech/pause to gain attention.
- Use physical positioning in the classroom to keep key students on task.
- Issue group reprimands when a small number of students are off task. For example; “There are a small number of students on the back row who are off task and not concentrating. I will be coming to check the progress of this group in 5 minutes”.

Specific Reminder

This needs to be directed to the student, using their name. Redirect the student to agreed expectations Ready/Respectful/Safe. If time permits, ask the child to recall them.

1st Warning (30 seconds)

The students who demonstrate difficult behaviour will need more of your time outside of the lesson, but don't give it to them in the lesson – this is quite likely what they want!

1. I notice that (identify the behaviour - you're having trouble getting started)
2. You didn't meet our expectations about being (connect the behaviour to the expectation - ready: we complete activities straight away)
3. You have chosen to (map out the consequence - speak to others about unrelated topics)
4. Do you remember (refer and reframe - last lesson when you were really focussed and did really well?)
5. That is who I need to see today, thank you for listening. (Walk away, don't look back and give the student some take-up time)

2nd Warning (maximum 2-minute conversations)

This is about resetting the routine, not unpicking what just happened.

Ask them to “Step outside” (remain calm on the outside).

Focus on the Difficult Behaviour and don't get distracted by:

- The uniform infringement (this can be dealt with or logged later on)
- Physical reactions – smirk, slouch, looking away, and any other secondary behaviours

Give the student space and relax before you start speaking

1. Be curious and give the student an opportunity to talk: “Are you OK? I thought it would be better to talk privately. I was wondering what was up.”
2. Acknowledge where we are: “I asked to speak to you because I noticed you were struggling to meet our expectations”
3. Indicate where we are going: “This is just a pause – I want to get you back in and working”
4. Reset expectations: “We expect students to be Safe/Ready/Respectful and I need you to...”
5. Offer help: “How can I help (you get back to your learning)?”
6. Plan the return: “When I/we/you go back in I’m going to make it easy for you move seat/save face (by walking in after me when you’re ready)” This final option may need a caveat that you will check on the child if they are not back in within a couple of minutes.

3rd Warning

This is about giving both the student and teacher space following the failure to modify the behaviour. They will ask the student to “step outside” with their equipment.

Explain to them that despite the earlier opportunity to reset their behaviour that they now need to have some time away from the class and will work for the remainder of this lesson in the designated room. Remind them that you will have an opportunity to talk to them about this in the ASD.

22. Appendix 4 Uniform

Below is the list of items with the LVC logo that students are permitted to wear.

Polo Shirt	Blazer	Blue Sweatshirt	Year 11 Sweatshirt
Linton Village College Polo Shirt (compulsory uniform item)	Linton Village College blazer (compulsory uniform item)	Blue Linton Village College sweatshirt (optional uniform item)	Black Year 11 sweatshirt (compulsory uniform item)
			
The above items can be purchased from Total Clothing www.totalclothing.co.uk			

Below is the list of non-logo items that students are permitted to wear.

Skirts	Trousers	Shorts	Shoes
Skirts must be <u>smart, black, to the knee and pleated</u> , tights must be <u>plain black</u>	Trousers must be <u>smart, black, tailored and full length</u> . Leggings are not appropriate.	Shorts must be <u>smart, black, tailored and just above the knee</u>	Shoes must be <u>smart, black and polishable</u> (please note that canvas or any visible branding is not permitted), socks must be <u>plain black and ankle length</u>
			

Alternative Product Codes

To further support uniform purchases, the College has compiled a list of alternative suppliers on the College website. The list is not exhaustive however any products must be very similar to those pictured above to meet expectations.

Jewellery

Only a watch (*without internet connection*), studs in pierced ears (maximum of two in each ear lobe), invisible retainer in nose piercing and one charity wristband (with the name of a charity on it) is permitted.

Hair & Make-up

Hair should be natural in colour and no extreme hairstyles are permitted. Only subtle, discreet, natural-looking make-up is acceptable. Please note that false eyelashes, acrylic/shellac nails or coloured nail varnish is not allowed.

N.B. Coats and Hoodies



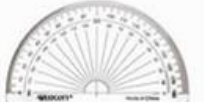
Coats should only be worn when moving around outside the College buildings, and inside the when the weather gets colder. It is **not acceptable** to wear a hoodie or sweatshirt as an outdoor coat or an additional layer.

Below is the list of **LVC PE Kit**.

Top	Shorts	Fleece	Socks	Tracksuit Bottoms
LVC Polo Shirt (compulsory item available).	Black Football shorts (LVC shorts are optional).	Fleece (optional item available from Total Clothing).	Blue/white socks (optional item available from Total Clothing).	Plain black (for colder weather).
				
Suggested footwear				
Astroturf Trainers (multi-purpose)		Moulded Studs (for use on the astro)		Protective Equipment (for contact sports)
 		 		

23. Appendix 5 Equipment

Below is the list of items that should be brought into College every day alongside exercise books to be ready to learn.

Essential Items		Optional Items	
<p>A pencil case *</p> <p>Two pens (blue and black) for written work</p> <p>Coloured pen for marking and feedback (e.g. Maths use purple)</p> <p>Two pencils</p> <p>Scientific calculator</p> <p>Pencil sharpener</p> <p>Eraser</p> <p>Ruler (ideally 30cm for Design and Technology)</p> <p>Glue stick</p> <p>Pair of scissors</p>		<p>Colouring Pencils</p> 	<p>Highlighters to improve visibility of key information for revision.</p> 
		Additional Items	
		<p>A pair of compasses **</p> 	<p>Protractor **</p> 

24. Appendix 6: Bus Code of Conduct

BUS CODE OF CONDUCT: MY RESPONSIBILITIES AS A BUS USER

Poor behaviour should be reported to Mrs Fenn 01223 891233 email hfenn@lintonvc.org

I understand that because I have a right to travel on home to school transport, I have a responsibility to behave well. I will never act in a manner that may compromise the safety of others.

Before the journey to school

I will be at the bus stop at least 5 minutes before the bus is due at that stop.	I will wait in an orderly, courteous and calm manner	I will keep away from the kerb and well clear of other traffic.
I will keep clear of moving school buses.	I will only board the school bus when it is stationary.	I will wait patiently for my turn to board the school bus.
I will show my bus pass to the driver every time I board the bus.	I will only travel on the bus that I have been assigned to.	I will wait at the bus stop for 30 minutes before leaving to find alternative means of getting to school.

Responsible behaviour

I will behave responsibly on my journey to and from school	I will interact sensibly ensuring everyone's safety and wellbeing	
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During the school journey

I will find my seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.	I will use my mobile phone responsibly; I will not access/share any unsuitable content and photos and videos will not be taken on the bus.	If I wish to listen to music this must be through headphones on my personal device only.
I will always wear a seatbelt where provided.	I will not vandalise the vehicle or other people's property.	I will not carry an offensive weapon, real or replica.
I will not vape smoke, drink alcohol or consume illegal substances.	I will not leave litter.	I will keep my possessions out of the aisles.
I will not throw objects from the bus.	I will follow the driver's instructions if there is an emergency or breakdown.	I will not operate any exits (unless in an emergency).
I will not move from my seat whilst the bus is moving	I will treat other passengers with care and respect and not bully other pupils	I will never distract the driver or be discourteous.
I will not be abusive to the driver, Transport Supervisor or other passengers.	I will follow instructions given to me by a Transport Supervisor.	I will report any concerns I have about the school journey to my school's Transport Liaison Officer

At the end of the school day

I will embark the bus promptly as directed	I will find my seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.
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At the end of the school journey

I will wait patiently for my turn to leave the bus. I will keep my belongings with me and ensure they are not snagged in the door mechanism.	I will stand back from the road, I will only move on once the bus has moved off and the road is clear in both directions.
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If I cannot keep to these rules, the driver / the school has the right to refuse to take me on the bus.

In signing I am agreeing to adhere to the expectations above

Signed _____