

Linton Village College

BEHAVIOUR POLICY

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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 students the opportunity to develop into Linton Learners.

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. The Linton Learner

At Linton Village College we have high expectations of all students. It is our intention that our students will leave us as caring and independent individuals who will flourish in life beyond LVC. Our expectations are set out in our Linton Learner posters which forms the Code of Conduct for students. (see *Appendix 1*) These are concise, yet explicit, 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 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.

4. Behaviour Expectations: Roles & responsibilities

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 Inclusive Classrooms practice, 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.
- Review student reflection submissions .

Students are expected to:

- Demonstrate behaviour that is in line with the College's Code of Conduct (See Appendix 1). This includes whenever they are travelling to or from the College (see Appendix 6 for bus users) or representing the College on a trip or visit.
- Attend consequences that are issued in line with this policy.
- Reflect upon their behaviour during reflection sessions, social isolation or after school detentions, when necessary.
- Report any safeguarding concerns to the College safeguarding team without delay, thinkpink@lintonvc.org.
- Ensure that no-reply@go4schools.com is on their safe senders list to guarantee behaviour communications are received.

Parents/carers should:

- Treat all members of the College with respect and model appropriate behaviours to students.
- Support the College in maintaining high standards of behaviour, discipline, and learning, including arranging collection from After School Detentions, if necessary.
- Attend meetings/events and engage in a positive relationship with the College that supports learning and our ethos.
- Ensure that their child attends school regularly and punctually.
- Ensure that their child is fully equipped for school, to support learning and reduce disruption in lessons.
- 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.
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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. Automated emails are sent to both students and parent/carers to inform them of the date and time of any assigned consequences. 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 and house points and 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 and linked to the values of Caring and Independent.</p> <p>These are also used to promote attendance: awarded for improved or sustained attendance on a weekly basis.</p> <p>Caring & Independent awards (worth 2 house points) may be issued for contributing to the College community or representing the College.</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>
Head of Year Certificate	Awarded half termly for significant contributions or academic performance.
End of Year Awards	Presented at the end of Year Awards Evenings for Years 7-10.
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	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.

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. • Junior Leadership Team
- Participation in extra-curricular activities (such as Duke of Edinburgh Award or Maths Challenge).

5.2 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 Sessions the consequences will escalate.

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 in advance of the consequence being served 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 are lining up for lessons to start.</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 teacher craft to modify behaviour, before issuing a 1st Warning.</p> <p>They will use praise to highlight the positive behaviours.</p>
Class teacher detention (up to 10 minutes)	<p>This is used for those students whose behaviour is not modified within the lesson resulting in a second warning or for unacceptable behaviour outside the classroom.</p> <p>This 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 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 time to reflect on their behaviour, by completing an online MS Form, and make up for missed learning.</p> <p>These Reflection Sessions are facilitated by middle leaders and take place in IT3 daily from 13:20-13:50.</p> <p>This is recorded on GO4Schools which is visible to parents/carers.</p>
Social Isolation (40 minutes)	<p>Social Isolation is issued to students who are removed from lessons (3rd warning); demonstrate unsafe or repeatedly unacceptable behaviour at social times; or for those who fail to attend reflection sessions.</p> <p>Students are expected to attend IT1 from 13:10 until 13:50.</p> <p>Parents/carers will be informed by telephone and/or automated email from GO 4 Schools (no-reply@go4schools.com).</p> <p>For students who choose not to attend a Social Isolation, an After School Detention will be issued.</p>
After-School Detention (ASD) (1 hour)	<p>ASDs are issued to those students who have failed to attend a Social Isolation.</p> <p>ASDs take place in IT3 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>Parents/carers will be informed by email from GO 4 Schools (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>
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 or multiple outstanding consequences.</p> <p>½ day Internal Isolation will be issued for students failing to attend After School Detentions.</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>
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 family to develop clear expectations and strategies for them to reintegrate them successfully back into the classroom. The subject leader is responsible for implementing this.</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	<p>Serious incidents of dangerous behaviour or repeated unacceptable/defiant behaviour, where previous isolations have not modified behaviour, may result in suspension.</p> <p>Parent/carers will be notified of this decision by a phone call from either the child's Head of Year or a member of the Senior Leadership Team (SLT)</p> <p>Following any period of suspension there will be a re-integration meeting with the student and family to discuss the behaviour and support available to avoid a recurrence.</p>

Permanent Exclusion	<p>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, followed by a 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>
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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.
Subject Focus	When a student repeatedly receives 2 nd and 3 rd warnings behaviour in spite of teacher intervention. Duration = 4 - 6 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 - 6 weeks maximum

Individual Behaviour Plan (IBP)	<p>When a student continues to receive 2nd and 3rd warnings in more than 3 lessons or students continue to display unacceptable behaviour outside of lessons.</p> <p>The student must have already received Head of Year Intervention to move to this stage. OR because of an isolated serious incident that is in serious breach of the College's code of conduct.</p> <p>Duration = 8 school weeks initially with option of a further 4 weeks if targets are partially achieved.</p>
Pastoral Support Plan (PSP)	<p>The PSP is an intensive support process that is put in place for a student who is at risk of permanent exclusion.</p> <p>OR because of an isolated serious incident that is in serious breach of the College's code of conduct.</p> <p>Duration = 16 school weeks.</p>
Direction Offsite with intent to Managed Move (DOWIMM)	<p>Directing a student's education to another school/College to give them a fresh start is considered for those who fail to respond to a PSP and/or are at risk of permanent exclusion.</p> <p>This will last for 8 weeks and if successful the student will move onto the roll of the receiving school.</p>

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 (see separate Code of Conduct), 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 Caring or Independent 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. Any jewellery that may be removed will be confiscated to avoid repeated challenges throughout the day.

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 an 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 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”. 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 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 dangerous behaviour and damage to the College. CCTV is for internal use only to safeguard the College community, and, when appropriate, inform investigations into breaches of the College's Behaviour Policy. The College will adhere to and uphold data protection principles at all times.



 CARING	 INDEPENDENT
<ol style="list-style-type: none">1. I act respectfully and am polite to everyone.2. I try my best and take pride in my learning.3. I am kind and act safely to support my own well-being and that of others.4. I take responsibility and contribute to a focused and productive learning environment.5. I look after the College environment and equipment.	<ol style="list-style-type: none">1. I arrive on time, in uniform, fully equipped and ready to learn.2. I participate in lessons and engage with my learning.3. I am curious and take initiative.4. I develop resilience by seeking solutions and support when I find things hard.5. I balance home learning and revision with extra-curricular activities.

The following table is the exemplification of the expected learning behaviours around the College to support staff in establishing consistent expectations of students.

Caring	Independent
<p>I act respectfully and am polite to everyone.</p> <ul style="list-style-type: none"> • Treat everyone with respect and kindness. • Co-operate in a timely and respectful manner. • Respect personal space and differences in opinion. • Move calmly and safely around the College site. <p>I try my best and take pride in my learning.</p> <ul style="list-style-type: none"> • Actively engage with tasks as soon as they are set, starting with the “Do now”. • Take organised notes and present my exercise book in line with the College’s expectations. • Ask for feedback and act on it. <p>I am kind and act safely to support my own wellbeing and that of others.</p> <ul style="list-style-type: none"> • Offer help to those who may be struggling. • Report bullying or unsafe behaviour as soon as possible. • Encourage others, accept differences, and celebrate successes. <p>I take responsibility for and contribute to a focused and productive learning environment.</p> <ul style="list-style-type: none"> • Remain silent when listening to the teacher and class discussions. • Help to keep the classroom tidy and organised. • Support others with their learning, when appropriate. • Make effective use of lesson time to show I value my learning and that of others. I look after the College environment and equipment. • Tidy up after myself across the College site. • Use all College equipment responsibly and return borrowed equipment. • Report damage to a staff member. 	<p>I arrive on time, in uniform, fully equipped and ready to learn.</p> <ul style="list-style-type: none"> • Bring essential equipment. • Wear the correct uniform. • Line up in a calm and orderly manner in the correct place before entering the lesson. • Take responsibility for my choices and actions. I participate in lessons and engage with my learning. • Respond to questions and contribute ideas. • Contribute to group work and discussions. • Complete individual tasks in silence. I am curious and take initiative. • Ask questions to clarify or deepen understanding. • Explore topics further through additional reading or research. • Take the time to think about a problem/task. • Volunteer for extra responsibilities or roles, both in class and around the College. I develop resilience by seeking solutions and support when I find things hard. • Attempt the work before asking for help from a peer or staff. • Try different approaches when stuck. • Learn from feedback and mistakes. • Develop stamina by demonstrating persistence with challenges. <p>I balance home learning and revision with extracurricular activities.</p> <ul style="list-style-type: none"> • Use Satchel:One to help me meet deadlines. • Commit time to complete home learning and/or revision around other interests. • Establish routines to allow for completion of independent learning tasks alongside other commitments.

20. Appendix 2 Restrictive Interventions, Reasonable Force and Seclusion

This appendix forms part of the school's Behaviour Policy and must be read alongside the Safeguarding and Child Protection Policy, SEND Policy and Staff Code of Conduct.

1. Our approach

The school is committed to a culture of safeguarding and belonging, in which pupils are supported to regulate, repair and reconnect.

In line with our commitment to relational approaches, we recognise that behaviour is a form of communication, strong relationships reduce escalation, and pupils are safest when they feel understood and valued.

Restrictive interventions are not behaviour management tools. They are exceptional safety responses, used only where necessary to prevent serious harm.

2. Core principles

Many scenarios can be pre-empted and avoided. In a scenario where a pupil is showing signs of heightened distress, or dysregulation, staff must use de-escalation techniques, refer to individual risk management or behaviour plans, and seek other adult support where possible. Staff should be alert to, and avoid triggers that might escalate pupil distress, and inflame the situation.

Staff should only use restrictive intervention, reasonable force or restraint when a child is at risk of causing physical harm to themselves or others.

Any use of restrictive intervention, reasonable force or restraint must be lawful, necessary, proportionate, respectful and reflective. Where possible, only staff who have been trained in positive handling should engage with any of the above.

Restrictive interventions must never be used as punishment or to secure compliance.

3. Definitions

3.1 Restrictive intervention: Any action that prevents or restricts a pupil's movement, whether physical or non-physical, to reduce immediate risk of harm. These are safety responses, not behaviour management strategies or sanctions.

3.2 Lawful reasonable force: Physical intervention used by staff, to prevent injury, criminal activity, property damage or serious disorder, applying no more force than necessary for the shortest possible time.

This is used to protect, not to punish or enforce compliance.

3.3 Restraint: A non-disciplinary intervention that limits a pupil's movement, with or without physical contact, to reduce immediate risk of harm to themselves or others.

This is not a routine response to challenging behaviour and must not be used to manage behaviour over time.

3.4 Seclusion: A non-disciplinary intervention involving temporarily confining a pupil away from others to manage acute risk to themselves or others during significant emotional or behavioural dysregulation.

This is a safety measure, not a previously agreed provision, sanction or consequence.

3.5 Significant incident: An incident where the use of force goes beyond everyday appropriate physical contact and triggers statutory recording and reporting duties.

4. Lawful use of reasonable force

All members of staff have the legal power to use reasonable force only to prevent injury, criminal activity, property damage or serious disorder.

Any force used must be the minimum necessary, time-limited and responsive to the pupil's age, needs and vulnerabilities. Force must never compromise breathing, circulation or dignity.

5. Seclusion

Seclusion may be used only as a short-term safety measure where a pupil is experiencing acute emotional or behavioural dysregulation and presents an immediate risk of harm to themselves or others.

It is not a disciplinary sanction, must never be enforced through threat or punishment, must take place in a safe and supervised space, and must end as soon as the risk has reduced.

All incidents of seclusion must be recorded and reported. Linton Village College will record all incidents through internal tracking systems and will be logged on My Concern. Parents will be informed of any incidents of seclusion by a member of the Safeguarding Team.

6. Pupils with SEND and additional vulnerabilities

The school recognises that pupils with SEND or disabilities may be disproportionately affected by restrictive interventions.

The school will seek to understand underlying causes of distress, make reasonable adjustments, work collaboratively with pupils and parents, and co-produce behaviour support plans where appropriate.

Each incident must still be judged individually, regardless of any pre-agreed plans.

7. Recording and reporting

The school will ensure that all uses of reasonable force and all incidents of restraint and seclusion are recorded and reported as soon as practicable, normally the same day. Records will include the context, triggers, duration, staff involved, pupil response, and any injury or follow-up actions.

Parents will be informed in writing as soon as practicable, normally the same day.

These duties apply even where restrictive interventions, or use of seclusion are anticipated within a behaviour support plan.

8. Post-incident support and repair

Following any restrictive intervention, the school must ensure appropriate checks where required, support pupil and staff wellbeing, facilitate reflective debrief and relational repair, and review behaviour support plans and preventative strategies.

9. Oversight and assurance

The governing body and Anglian Learning assure compliance with recording and reporting duties, review data for patterns or disproportionality, and seek assurance that practice reflects safeguarding, inclusion and equality duties.

Concerns or complaints will be managed through the school's complaints procedure. Allegations against staff will be managed in line with safeguarding procedures.

Ratification

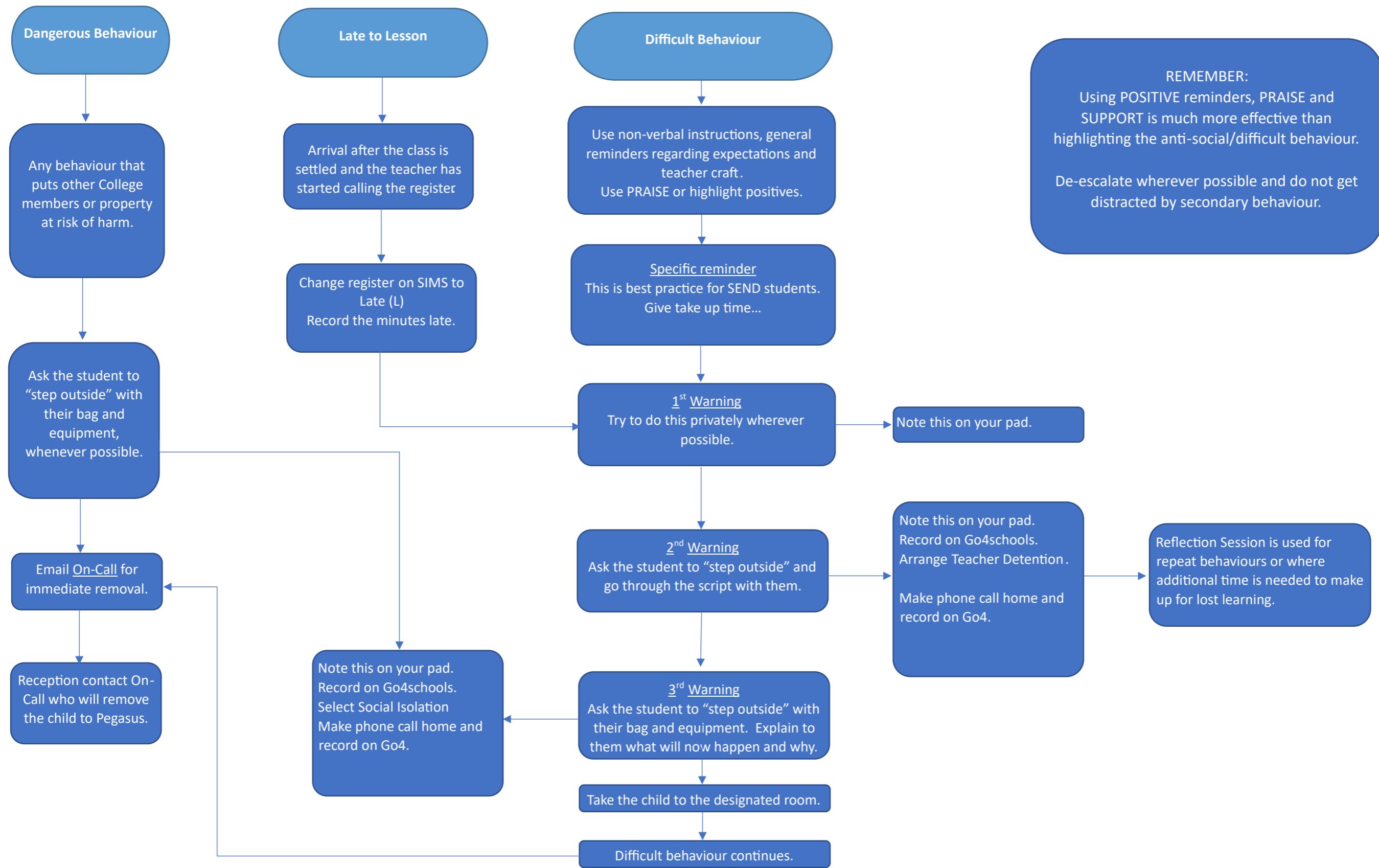
This appendix was approved by the Governing Body on: [date]

It will be reviewed annually, or sooner if statutory guidance changes.

Consistent Behaviour Management at LVC

<p>We apply ambitious standards with all our students</p> <ol style="list-style-type: none">1. We have a “Do now” task ready for students to begin straight away in every lesson.2. We issue praise and House Points to recognise students’ commitment to learning.3. We follow the LVC Behaviour Policy when student behaviour is not in line with Linton Learner expectations.4. We log positive, neutral and negative behaviour events, including consequences, on Go4schools.5. We seek support from colleagues to address persistent difficult behaviour.	<p>We are relational and caring in our approach with all students</p> <ol style="list-style-type: none">1. We welcome students and greet our classes warmly at the beginning of every lesson.2. We arrange class teacher detentions with students, when needed, to ensure positive teacher-student relationships are preserved.3. We remain calm, measured and in control of our emotions when communicating with students.4. We use de-escalation techniques when responding to unacceptable student behaviour.5. We make pro-active contact with home to share successes and concerns with our families.
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22. Appendix 4 In lesson Behaviour Support and Consequences Flow Chart (Updated September 2025)



23. Appendix 5 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
LVC Polo Shirt (compulsory uniform item)	LVC blazer (optional uniform item, useful as additional layer)	Blue LVC sweatshirt (compulsory uniform item)	Black Year 11 LVC sweatshirt (compulsory uniform item)
			
The above items can be purchased from Total Clothing www.totalclothing.co.uk			

Note: Coats and Hoodies

Coats may be worn when moving around outside the College buildings, but these should not be worn in place of college uniform.

Hoodies are not permitted as an alternative to any item of clothing or as an additional layer.

Uniform

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

Skirts	Trousers	Shorts	Footwear
<p>Skirts must be smart, black, knee-length and pleated.</p>	<p>Trousers must be smart, black, tailored and full length. Plain wide-legged trousers are also permitted. Skintight trousers, joggers, jeans and leggings/flared leggings are not permitted.</p>	<p>Shorts must be smart, black, tailored and knee-length.</p>	<p>Shoes must be smart, black and polishable. Canvas, mesh fabric or any visible coloured branding is not permitted on the shoes.</p> <p>Socks and tights must be plain black.</p>
			

Jewellery

- A watch or smartwatch (*with internet connection disabled*)
- Maximum of 2 studs in each ear. No hoops may be worn. All other visible piercings should be removed, covered or replaced with a clear retainer.
- One discreet necklace may be worn under the polo shirt (buttons done up).
- No other jewellery is permitted. (*Students can expect additional jewellery to be confiscated*)

Hair & Make-up

- Hair should be natural in colour.
- Make-up should be subtle, discreet and natural-looking.
- False eyelashes are not permitted.
- Acrylic, shellac or coloured nails are not permitted.


Uniform

Below is the list of LVC PE kit.

Top	Shorts	Fleece	Socks	Tracksuit Bottoms
<p>LVC PE Shirt (compulsory item available).</p>	<p>Black football shorts (LVC shorts are optional). These should not be skintight and should be at least mid-thigh in length.</p>	<p>Fleece (optional item available from Total Clothing).</p>	<p>White socks Royal Blue football socks may also be worn</p>	<p>Plain black (for colder weather). Not leggings.</p>
				
<p>Suggested footwear</p>				
<p>Astroturf Trainers (multi-purpose – can be worn on all surfaces)</p>		<p>Moulded Studs (for use on the astro)</p>		<p>Protective Equipment (for contact sports)</p>
				

24. Appendix 6 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	
<ul style="list-style-type: none">• A pencil case *• 2 pens (blue or black) for written work*• 2 pencils• Rubber• Pencil Sharpener• Ruler• Purple pen (for responding to feedback)• Highlighter pen• Pair of scissors (safe for school)• Glue stick• Scientific calculator⁺	

For Key Stage 4 Only	
<ul style="list-style-type: none">• A pair of compasses• Protractor	

MY RESPONSIBILITIES AS A SCHOOL TRANSPORT USER

The local authority is responsible for school transport and any problems should be reported to the Education Transport Service on 0345 045 5208 (direct line) or email edtransport@cambridgeshire.gov.uk. Poor behaviour should be reported to Mrs Thomas (01223 891233 or email vthomas@lintonvc.org).

I understand that because I have a right to travel on home to school transport, I have a responsibility to conduct myself in a safe and respectful manner. I will never act in a manner that may comprise 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.
- wait at the bus stop for 30 minutes before leaving to find alternative means of getting to school.
- notify the school that I may be late, or ask someone to do this for me.
- wait in an orderly, courteous and calm manner.
- keep away from the kerb and well clear of other traffic. keep clear of moving school buses.
- only board the school bus when it is stationary.
- wait patiently for my turn to board the school bus.
- show my bus pass to the driver every time I board the bus.
- only travel on the bus that I have been assigned to.

During the school journey,

I will:

- find a seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.
- always wear a seatbelt where provided.
- never distract the driver or be discourteous.
- not be abusive to the driver, Transport Supervisor or other passengers.
- follow instructions given to me by a Transport Supervisor.
- be respectful to all other passengers and the bus driver at all times
- use my mobile phone respectfully when travelling on the bus, if I play media on my phone always use headphones.
- not play inappropriate content on my mobile phone, not throw objects from the bus,
- not leave litter on the bus; the bus will always be in the same condition as when I entered the bus

not operate any exits (unless in an emergency).

keep my possessions out of the aisles.

not open the emergency doors (unless in an emergency).

follow the driver's instructions if there is an emergency or breakdown.

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 find a seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.

At the end of the school journey, I will:

wait patiently for my turn to leave the bus. keep my belongings with me and ensure they are not snagged in the door mechanism.

stand back from the road, only move on once the bus has moved off and the road is clear in both directions.

If I cannot keep to these rules, the driver / the school has the right to refuse to take me on the school transport.

In signing I am agreeing to adhere to the expectations above.

Student name _____

Tutor Group _____

Signed (student) _____

Signed (parent) _____

During the school journey

I will find a seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.

I will always wear a seatbelt where provided.

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 be respectful to all other passengers and the bus driver at all times

I will use my mobile phone respectfully when travelling on the bus, if I play media on my phone, I will always use headphones. I will not play inappropriate content on my mobile phone

I will not throw objects from the bus.

I will not leave litter on the bus; the bus will always be in the same condition as when I entered the bus

I will not operate any exits (unless in an emergency).

I will keep my possessions out of the aisles.

I will not open the emergency doors (unless in an emergency).

I will follow the driver's instructions if there is an emergency or breakdown.

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 a seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.

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.

If I cannot keep to these rules, the driver / the school has the right to refuse to take me on the school transport.