



Behaviour Policy and Procedures

Our vision

At Coombe Dean, it is our mission to create an environment of belonging, ambition and mutual respect, with each person taking responsibility for their own positive attitude and personal growth. Our priority is to create confident, curious learners who excel academically and have positive self-esteem, resilience, teamwork and communication skills which will equip them for life.

We are committed to creating an environment where ambition and respect go hand in hand: students are encouraged to set high expectations for themselves, to respect and support others, and to take pride in the community and environment around them.

Our values

Coombe Dean's core values of Community, Integrity, Opportunity are integral to our school culture and teach students how to behave.

Community – We make our school a place where everyone feels safe and valued.

Integrity – We do the right thing even when no one is looking.

Opportunity – We work hard to seek out challenges to give ourselves more choice.

At Coombe Dean, we seek to use restorative approaches wherever possible to address concerns. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We are committed:

- to challenge unacceptable behaviour if it occurs.
- to have a firm, fair and consistent approach to managing behaviour across the school.
- to have a shared understanding of sanctions and their application across the school.

Unacceptable behaviour will not be tolerated – it is a denial of the right of students to learn and teachers to teach. Consistency of approach and a collective responsibility for managing behaviour is likely to lead to even higher standards.

Aims

The aim of this policy is to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations of the school with regards to behaviour management and the methods used to maintain and promote an effective learning environment, both within lessons and around the school.

Roles and responsibilities

HAB3 will review and approve the policy, monitoring its effectiveness, and supporting the school leadership in its implementation.



The Headteacher will oversee the implementation of the policy, defining an acceptable standard of behaviour where necessary; determine measures which will ensure its aims are fulfilled; authorise staff to use sanctions agreed by the school; bring the policy attention to staff, students and parents; ensure staff are trained regularly in applying the policy.

The Assistant Headteacher (Behaviour), Year Group SLT link and Year Team Leaders will work with students, parents and staff to oversee the day-to-day application of the policy; act as co-ordinators; identify emerging issues; ensure staff are trained regularly in applying the policy.

Staff will uphold the school values; applying the policy consistently and fairly; promote good behaviour and attendance; model high standards of behaviour and punctuality.

Students will follow the school expectations (as set out in the home-school agreement); accept responsibility for their own behaviour; report incidents of bullying and racism, accepting that these are not tolerated (see Anti bullying policy)

Parents/carers will be expected to take responsibility for their child's behaviour both inside and outside of school, working in partnership with the school to promote and maintain high standards of behaviour and attendance (as set out in the home-school agreement).

Staff induction, development and support

As part of the staff induction process, all new staff receive training relating to expectations, routines and the school behaviour management systems. Regular training takes place for staff throughout the year and learning walks are used to monitor and support the maintenance of a positive behaviour culture.

Student transition and support

Induction sessions take place each year across all year groups where behaviour expectations are established and re-established. Students are taught what good behaviour looks like and clear routines and structures are in place in both lessons and social times.

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Coombe Dean School

Community – Integrity – Opportunity



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This policy should be read in conjunction with other School and Westcountry Trust (WeST) policies.

Date reviewed: September 2025	Review Date: September 2026
K McPherson Assistant Headteacher	



General Principles

We believe that effective behaviour management is at the heart of a successful and thriving school; positive behaviour creates a learning environment in which teachers can teach, and students can learn - every child has the right to learn but no child has the right to disrupt the learning of others.

It also provides an environment where students and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment. We are also clear that misogyny and sexist behaviour are unacceptable. Language, attitudes or actions that belittle, stereotype, intimidate or harm others on the basis of sex or gender will be challenged. Our behaviour policy is aligned with safeguarding guidance to ensure that students are educated about respect and equality, and staff respond firmly and consistently to incidents of misogyny.

We are committed to:

- promoting good behaviour both inside and outside of the classroom
- promoting self-esteem, self-discipline, correct regard for authority and positive relationships based upon mutual respect
- ensuring equality and fairness for all
- promoting consistent responses both to positive behaviours (rewards) but also to negative behaviours (sanctions)
- providing a safe environment for all staff and students that is free from bullying or any form of harassment
- working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary
- encouraging a positive relationship with students, parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve. Working hard and playing by the rules will always be recognised and celebrated
- ensuring absolute clarity about the expected standard of students' behaviour - ensure that the School Behaviour Policy is clearly understood by all staff, parents/carers and students

Special Educational Needs and/or Disabilities

At Coombe Dean we wish to promote an ethos of inclusion for all students; we are keen to ensure that we do not discriminate - through application of the Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence- e.g. an automatic suspension for a student who swears at a teacher- might put the school at risk of discriminating against disabled students. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom the swearing may be 'related to their disability'. Therefore, when intervening with apparent inappropriate behaviour, all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions. Pupil Passports will detail those with significant behavioural difficulties and the school's graduated response will see reasonable adjustments made on occasions where it is deemed fair.

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Schools should



consider how a whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. Schools with good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Multi-Agency Approach

Any school with an inclusive ethos will experience times when some children and young people need a more personalised approach to address their specific behavioural or emotional needs. In some cases, this will mean that sanctions and rewards are not the most appropriate means of dealing with behaviour, and other programmes of intervention and support may be used in conjunction with external agencies. Whatever the systems used, the way they relate to the overall policy should be seen to be fair. The importance of taking a multi-agency approach to behaviour management is central. Taking a student-centred approach, we recognise the lead we may be required to take in consulting and communicating with other agencies.

At Coombe Dean we aim:

- to have clear plans for students presenting with challenging behaviours and ensure staff are aware of them
- to put in place suitable support for students with behavioural difficulties
- to build positive relationships with the parents of students with behavioural difficulties

Subject Leaders have a responsibility to ensure that setting is designed for positive behaviour and staff are deployed according to their strengths, and the needs of the learners.



Home-School Agreement

Student Expectations

Students are expected to:

- attend school and arrive punctually every day
- follow the basic standards and expectations of the school and be ready to learn
- follow all reasonable instructions and requests from staff
- cooperate with (and abide by) any arrangements put in place to support their behaviour, such as a Pupil Passport, a Behaviour Contract or a Safety Plan
- try their hardest in all lessons, respect their books and learning materials, respect the property of others and the displays of work in school.
- have high standards of behaviour and show respect for all members of the school and local community at all times, acting as positive ambassadors for Coombe Dean School at all times
- come to and from school with the correct equipment and in the correct uniform and will remove outdoor coats in classrooms and indoor spaces, such as the New Hall for assembly. It is reasonable for a student to walk to their lesson with their coat on, but they should remove it whilst lining up to enter
- not bring illegal drugs, cigarettes, e-cigarettes, alcohol, energy drinks, fizzy drinks, aerosols or chewing gum into school
- ensure that their mobile devices are switched off and put in bags, not to be seen, heard or used at all, between the hours of 08.35am and 3.10pm
- celebrate the success of others and encourage each other to achieve high standards of education and behaviour
- respond positively and pro-actively to the support they are offered
- follow any sanctions which are issued and work to improve their behaviour to avoid further consequences
- take responsibility for their actions and make the most of restorative conversations and opportunities to re-engage in learning
- report bullying and abuse and severe breaches of discipline
- never denigrate, harm or bully other students or staff in or out of the school
- read and commit to the Home-school agreement

Parent/Carer Expectations

Parents/carers are expected to:

- ensure that students arrive to school on time, suitably fed and rested every day, equipped to learn and in correct uniform
- encourage their children to achieve their very best in school
- encourage their children to have high standards of behaviour in and out of school
- join the school in celebrating the success of their child's learning
- respect the School's Behaviour Policy and the disciplinary authority of school staff
- help ensure that their child follows reasonable instructions by school staff and adheres to school expectations
- ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour which is different to their usual presentation



- work with the school to support their child's positive behaviour
- attend meetings with senior staff or other school staff, if requested, to discuss their child's behaviour and take advantage of additional support
- support any sanctions which are issued by the school including the application of immediate after school detentions if students are placed in the Reflection Room.
- to support the school's restorative justice work
- ensure that children are actively supported in undertaking independent learning and any work missed through absence
- inform the school of any change in home circumstances which may affect a child's learning
- approach their child's tutor, usually by email or by phoning the main school to pass on a message, to communicate any concerns, issues, queries, compliments and feedback
- ensure that all holidays are taken during school holiday time
- inform the school promptly of any change of home contact details
- ensure that all communication with the school is undertaken in a respectful manner
- attend parents' consultation and other relevant information evenings
- ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated
- read and commit to the Home-school agreement.

**In sending your child to this school, it is accepted that parent(s)/ carer(s) and the child agree to these school expectations.*

Staff expectations

Staff are expected to:

- treat students and their families with courtesy and respect
- promote and model positive behaviour
- ensure that the school environment and classrooms are in a fit state for use
- intervene and take appropriate action where necessary when a breach takes place
- promote an inclusive environment where all students feel safe and understand how to stay safe
- plan and deliver lessons which engage and motivate students to achieve, taking account of their individual needs
- provide a balanced curriculum to support the moral, cultural, spiritual, intellectual and physical development of students
- celebrate the success of students in lessons, tutor time, assemblies and awards evenings
- develop positive working relationships with students in their classes
- communicate both successes and concerns with parents
- use a range of behaviour management strategies and apply the school behaviour system consistently whilst reminding students of the school's high expectations daily during tutor time and in lessons
- to de-escalate incidents wherever possible
- listen to students' perspectives of reported incidents
- follow the School Behaviour Policy and use reasonable adjustments for students with identified or emerging needs
- use information available to inform approaches to behaviour management



- engage in restorative justice opportunities with students
- work with all members of the school community where there are concerns regarding a child's behaviour to enable every child to succeed
- ensure independent learning is relevant and set regularly on ClassCharts
- keep families informed of their child's progress and attendance and respond promptly and professionally to contact from families
- deliver planned sessions in tutor time which contribute to the development of the school ethos and to the development of students' personal qualities
- read and commit to the Home-school agreement

Rewards

Our reward system seeks to recognise those who meet and exceed the behaviour standards expected at Coombe Dean and contribute to the quality of experience for all in the school community. We want to create an environment which encourages, reinforces and rewards good behaviour consistently.

Students are awarded points for conduct both in and out of the classroom. Points are awarded via our database management systems of either ClassCharts or SIMS and are listed under the school's values of Community, Integrity and Opportunity. Students can gain points for working well in class, completing independent learning to a good standard, being a supportive part of the Coombe Dean community, representing the school in an event, to give a few examples.

Staff, students and parents are provided with a personal login in order to monitor the points. Termly rewards take place to further recognise the efforts of students.

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose:

- Verbal Praise
- Freddo Friday –Awarded by the tutor
- Achievement Points (via ClassCharts)
- Attendance Awards – Weekly points for 100%
- Key Weeks – Attendance Rewards
- Positive Comments in exercise books
- Phone Calls Home / Email Home / Postcard Home / Text Home
- Community, Integrity, Opportunity Certificates
- Letter of Congratulations Home (excellent work, attendance, a specific achievement etc.)
- Gold and Silver Reward Celebrations

Classroom Standards and Expectations

Our whole school behaviour and learning policy, which covers all aspects of school life, ensures students understand what it means to be ready to learn at Coombe Dean School. All sanctions are given through a central school system and are carefully monitored by the Behaviour Support team, Year Team Leaders and the Leadership Team.

The rationale underpinning our behaviour policy:



In March 2017, the DfE published the Tom Bennett's detailed report on behaviour in schools – *'Creating a Culture: How school leaders can optimise behaviour'*. The report concludes the way students behave in school is strongly correlated with their eventual outcomes.

When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic

In 2014 Ofsted published the national report *'Below the radar: low-level disruption in the country's classrooms'*. The report stated that the typical features of low-level disruption include students:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately

The findings from that report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.

What does the evidence say about behaviour interventions?

The Education Endowment Foundation (EEF) shows that behaviour interventions add, on average, three months of additional progress per year (EEF +3). The findings state: school-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' learning.

Our aims are to:

1. maintain a culture of achievement, ambition and learning everywhere in the school, and ensure no learning time is ever wasted.
2. provide complete clarity for all staff and students about behaviour standards, school expectations and the consequences of misbehaviour.
3. encourage all students to take responsibility for their own choices and actions.
4. support teachers to delivering disruption and distraction free learning.

Our whole-school behaviour system relies on all staff using it in a fair and consistent way.

Behaviour Expectations

Students will show they are ready to learn by adhering to six clear classroom expectations:

1. Be ready to learn and enter in an orderly manner.
2. Be positive. Attempt all tasks set.
3. Follow adult instructions- including seating arrangements.
4. Respect each other and listen well.
5. Be proud, stay on task, work hard.



6. Only drink water- only in lessons where permitted.

If a student fails to meet an expectation, they are given a clear verbal warning by the member of staff and if they do not correct their behaviour, the second warning is given by the teacher writing their name on the board. If the student fails to meet another expectation during that lesson, they will be sent to our Reflection Room for five lessons, and for an hour after school. If a student is issued a Reflection Room placement that includes Period 1, this will also apply to tutor time; the student must report directly to the Reflection Room at the start of the day instead of attending tutor time. At this point, the teacher will press the three buttons on Classcharts to indicate the reasons the student has been sent to the Reflection Room, e.g. RTL1, RTL4, RTL5. Teachers are expected to take a nuanced approach when dealing with students who are getting it wrong; teachers may use, for example, non-verbal approaches to try to support the student to get back on track before issuing the next warning. We would hope students would respond positively to this but, if there is a case of persistent (low-level) disruptive behaviour, the teacher may deem it necessary to give out warnings or to send the student to the Reflection Room.

When a student is sent to the Reflection Room, a parent is contacted by phone or, when uncontactable by phone, an email is sent by the Reflection Room staff. The teacher will have a restorative conversation with the student during the period the student is in the room; the teacher will also contact the parent by phone and explain the reason their son/ daughter failed in their lesson.

During their time in the Reflection Room, students will undertake a behaviour reflection activity and complete the appropriate days' work from the online curriculum following the classroom expectations of disruption and distraction free learning. Students will remain in the Reflection Room during their breaks/ lunches, and if the student usually purchases a school lunch, they will be offered a 'grab bag' from a limited menu. Students also have the opportunity to visit the toilet. Staff (including RR staff) should take consideration of the Pupil Passport when supporting young people and understanding their context.

Guidelines for giving warnings in lessons

Our aim is not to issue as many sanctions as quickly as possible. We expect incredibly high standards of behaviour, but it is also important that relationships between staff and students remain a strength of the school. We are committed to working WITH our students, and staff must use language and strategies that give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

Responding to the behaviour of students with Special Educational Needs and/or Disability (SEND)

A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible.

Schools should consider whether a student's SEND has contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the student.



Taking account of individual student needs, the school recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with special educational needs (SEN). As a school, we are keen to ensure that we do not discriminate through the application of our Culture and Expectations policy, against students whose apparent inappropriate behaviour and conduct may be a function of their SEND, racial and/or cultural background. Therefore, when intervening with apparent inappropriate or unacceptable behaviour all staff must accept that there will be circumstances in which some students may have some form of 'reasonable adjustments' applied from others and are expected to take account of those individual student needs when applying outcomes. With this in mind, it is essential that staff know students' learning needs as identified in their Pupil Passport (if applicable).

Behaviour Expectations

Behaviour which interferes with students' right to disruption and distraction free learning or prevents a member of staff from teaching is not acceptable. In the same way that students are rewarded for their positive contributions, any misdemeanours are recorded through our data management systems of Classcharts and SIMS. Students will be given a red card detention for out-of-class behaviour incidents such as running around the school site or eating outside of a designated area. These behaviour incidents are recorded so that tutors and teachers gain an overall picture of student conduct. This will be reported as part of the information sharing with families.

Managing Behaviour in the Classroom

Teachers at Coombe Dean are highly skilled and qualified in behaviour management techniques. Our whole ethos of building relationships, positive self-esteem and mutual respect are vital to the smooth running of lessons. The Department for Education Teachers' Standards document (Part One: Teaching – Section 7 – Manage behaviour effectively to ensure a good and safe learning environment) states:

A teacher must:

- have clear rules and routines for behaviour in classrooms, and 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, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Classrooms are a place of learning and we have high expectations for student behaviour in lessons.

Often it is doing the simple things that can make a difference with behaviour.

Managing Unacceptable Behaviour Outside of Lesson

We expect high levels of behaviour from students both inside and outside of the classroom. The latter will include:

- behaviour in the corridors and communal areas of the school
- behaviour at break, lunchtimes, after school clubs/activities
- behaviour whilst representing the school e.g. fixtures, events, trips, work placement
- behaviour on the way to and from the school; in the community, on the bus etc



- behaviour outside of school if it impinges on the well-being of other students and/or staff (e.g. via social media networks, etc.)

We expect students to:

- show respect for each other in the way that they talk to each other and behave towards each other
- show respect for adults in the school community
- look out for each other
- show respect for the physical environment. This includes not dropping litter or knowingly damaging school property/ the damage of others
- behave calmly and safely so that no other student is placed at physical risk
- refrain from any activity that could be regarded as bullying or harassment of others
- show equality and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory

When moving to and from lessons and at other social times, the key rules are:

- keep to the left
- move around responsibly and safely, especially on the stairs
- line up quietly outside classrooms
- be considerate of and helpful towards others, especially younger students
- eat/drink only in designated places
- respect the environment by taking the responsibility to pick up litter even when it is not your own

Truancy

Truancy is defined by the school as the deliberate avoidance of timetabled lessons and scheduled interventions of support. Truancy represents a significant safeguarding risk to all students.

Time spent by additional staff in response to truancy is time taken from the support provided to other students and staff.

Truancy includes but is not limited to such events where a student:

- Is in school and not attending timetabled lessons
- Not going to a lesson without teacher approval
- Not being in the right place at the right time
- Leaving the school site without permission

An after-school detention will be the consequence in response to truancy should the student return to the lesson and be ready to learn. Persistent refusal to attend lessons will result in an escalated response so that school staff know where the student is at all times during the school day in order to:

- More effectively safeguard the truant
- Maintain the ability of staff to fulfil their other professional responsibilities and commitments.



Red Cards- out of classroom standards and expectations

Students will receive a 'Red Card' for any of the following:

1. Late to school or lessons without a valid reason or extenuating circumstance.
2. Running, shouting, eating or drinking in the corridors.
3. Leaving/dropping litter anywhere other than in the bins.
4. Pushing/shoving in corridors or the canteen queue.
5. Being out of bounds.
6. Incorrect uniform without a note from the tutor.
7. Missing equipment or PE kit vital for the current lesson with no note from the tutor.
8. Refusal to comply – this could include not following whole school expectations such as 'hands off' and 'respectful communication'.
9. Gathering in large groups and/ or exhibiting boisterous or unsavoury behaviour.

If a student fails to meet one of the above basic expectations, an adult will tell them that they have a 'Red Card' and that they must serve a 20-minute detention the following day. Students will be informed via Classcharts that they have a red card detention. Teachers may also alert students in receipt of a 'Red Card' via the student tag on Classcharts/ SIMS, however, it is the student's responsibility to check. Red Card detentions will be held in the Maths corridor, (unless informed otherwise) and students are expected to arrive within 5 minutes of the start of break.

If they fail to attend, the following day they will receive an after-school detention.

Where behaviour outside of lessons is deemed to be in serious breach of school expectations, for example physical assault on another student, theft, vandalism, verbal assault on a member of staff, a student may be placed in internal or external reflection or be issued with a Fixed-Term Suspension. A student who brings a prohibited item into school (knives or weapons; alcohol; illegal drugs and psycho-active substances; stolen items; tobacco and cigarette papers/e-cigarettes/vapes/vape liquids; fireworks; pornographic images; energy drinks) is deemed to be in serious breach of school expectations too. The Education Act 2011 grants authorised school staff the power to search. In reality, it is exceptionally rare that we have need to exert this authority, as students are well educated and understand that it would be foolish (and against the law in some cases) to bring prohibited items into school. However, schools will refer to The *Searching and Screening Policy* from the Department of Education, which can be found in the linked documents section of this policy, this shows how those rare incidents will be dealt with.

Students with a record of unacceptable behaviour will not be entitled to participate in trips, visits and exchanges. Students whose behaviour on a school trip is in breach of school standards and expectations will be issued with a sanction.

Mobile Phones- Phone Free Zone

Whilst students are on the school site – between 08.35 and 15.10 - mobile phones should be switched off, in their bags and not used during the school day. A warning bell or whistle sounds at 08.35 to remind students to move into their year group line up, finish their phone interaction and ensure it is turned off. They must hand over to a member of staff any phone that is seen or heard, who in turn will arrange for safe keeping at main Reception. If confiscated more than once during a term, a parent/carer will be required to collect it from main Reception. If a student refuses to hand it over, they will be placed in internal reflection. If they refuse to hand it over whilst in internal reflection, they could face a suspension.

Post-16 students are not to use their phones/headphones around the site – the only exception is in the Post-16 Centre, where they are permitted to use their devices in the Common Room area only. Teachers



may choose to allow students to use devices within a lesson for a learning context; clear instructions will be given for this, should it be required. If members of staff see a Post-16 student using a mobile device outside of the Post-16 Centre, this should be challenged and they should be asked to put it away. If there is a persistent issue with a particular student breaking these rules, staff should inform the Head of Post 16 and the Post 16 Administrator.

Detentions

Students have to attend detentions and we would expect parents/carers to support the school with this important sanction. The Department for Education cites the following in the 'Behaviour in Schools-September 2022' document:

'A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all students and staff.

What the law allows

Teachers have authority to issue detention to students, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

Matters schools should consider when imposing detentions.

Parental consent is not required for detentions.

With breaktime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at increased risk
- whether the student has known caring responsibilities
- whether the detention timing conflicts with a medical appointment
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the student can get home safely
- whether suitable travel arrangements can reasonably be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Managing Unacceptable Behaviour Outside of the School

At Coombe Dean School we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing the school uniform in a public place. As such, this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or school courses;



- To secure behaviour which does not threaten the health or safety of students, staff or members of the public
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.
- To that extent, the school will:
 - work with transport providers to agree how behaviour on public transport should be addressed
 - show students what we mean by positive behaviour on the bus through educating them/showing them videos
 - make explicit statements about how rewards and sanctions (including loss of access to transport by way of a school bus ban, usually for a term) can improve behaviour
 - make our expectations of out of school behaviour clear through the assembly programme
 - work with work wxperience providers to ensure the school and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct
 - liaise with members of the local community such as retail staff, local residents and Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community
 - ensure that all parents/carers and students are clear about behaviour standards on school trips through letters and formal meetings
 - ensure that a contact strategy should be given to a Senior Leader so that advice for staff is available in a crisis, particularly on residential trips and international trips.

Students can be suspended or permanently excluded for behaviour outside of school, commonly this will include behaviour on school trips, behaviour when in uniform, on the way to and from school (including school buses and public transport), and behaviour which may bring the school into disrepute. Behaviour and conduct when travelling on the bus should be considered in conjunction with the Devon County Council 'Code of conduct for young people who use school transport'.

Students will be expected to adhere to the out of class expectations when:

- Taking part in any school organised or related activity
- Travelling to or from school (including school buses and public transport)
- Wearing school uniform
- In some way identifiable as a student of the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Coombe Dean School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place



- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour
- their first concern must be for their own personal safety
- they should make clear that the student has been recognised, even if in a group of young people
- they should then use their judgement about how to leave a difficult situation without provoking further confrontation
- staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to a senior member of staff
- the school will apply disciplinary sanctions and restorative approaches/ procedures as appropriate at a suitable time when the student is in school

Bullying

We affirm that bullying involves persistent behaviour originating from an individual or group, with the explicit aim of inflicting physical or emotional harm on another individual or group. Coombe Dean School has an anti-bully policy detailing clear procedures to fulfil our obligations in safeguarding and promoting the well-being of all students.

Safeguarding

We recognise that changes in behaviour may be an indicator that a student is in need of help or protection. Where this may be the case, staff will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Searching, Screening and Confiscation

The Headteacher and staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item, or any other item that the school rules identify as banned. This is covered in detail in the Department for Education's *Searching, Screening and Confiscation* guidance (see linked documents).

Schools are also permitted by law to screen students using walk-through or handheld metal detectors without suspicion and without consent, in order to check for weapons. If a student refuses to undergo screening, the member of staff should consider why the student is not co-operating and make an assessment of whether it is necessary to carry out a search instead.

As a school we do not tolerate the use or possession of vapes on or around the site. Vapes are listed as a **banned item in our school rules**. This means staff authorised by the Headteacher may **search for and confiscate vapes without consent**, in line with statutory powers.

We work collaboratively with the Police to ensure the safety of our school community on this issue. Vapes that are confiscated as a result of a search are handed to the Police for testing to support their wider work in the community. This in turn informs our education programme and helps us keep our community protected from both use and supply.

Where a vape is confiscated, it will not be returned to the student or their family.



CCTV

The Closed-Circuit Television (CCTV) system used at Coombe Dean School (CDS) is operated in accordance with WeST CCTV Policy and WeST Data protection Policy.

CDS seeks to ensure, as far as is reasonably practicable, the security and safety of all students, staff, visitors, contractors, its property and premises. CDS therefore deploys CCTV to:

- protect students, staff, volunteers, visitors and members of the public with regard to their personal safety
- protect the site buildings and equipment, and the personal property of students, staff, volunteers, visitors and members of the public
- support the police and community in preventing and detecting crime and assist in the identification and apprehension of offenders
- monitor the security and integrity of the individual site including deliveries and arrivals
- support the health, safety and well-being of our students, staff and contractors
- monitor and uphold discipline among students in line with the individual site acceptable behaviour policy, which is available to parents and students on request
- support the process of managing allegations against staff as defined in DfE statutory guidance - Keeping children safe in education

The Balance of Probabilities

As a school, we apply the civil standard of proof to all decisions regarding behaviour in and out of school. When establishing the facts in relation to a behaviour incident, suspension or permanent exclusion decision, the Headteacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Record Keeping and Monitoring

All incidents are recorded and kept so we can improve policies and practices.

The school maintains accurate records of behaviour incidents using Classcharts predominantly, or SIMS/CPOMS.

All racist incidents and bullying incidents are reported on our Safeguarding system (CPOMS), and routinely monitored by SLT, and are available to the Local Authority upon request. For racist incidents, staff are required to complete an additional report. The reports are kept in the Inclusion Base and need to be uploaded to CPOMS once completed.

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. Parents and other outside agencies, may request access to all records pertaining to their child/a particular student at any point; it is therefore imperative that record-keeping is accurate.

The school monitors behaviour incidents in order to identify issues and trends. This information is used to provide further intervention or support as is required for individuals or for identified groups of students who cannot meet the school behaviour expectations.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.



The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school evaluates its policy against key improvement priorities identified in the School Development Plan and reviews its effectiveness.

Linked Policies

Attendance Policy
Uniform Policy
Safeguarding and Child Protection Policy WeST
Safeguarding Staff from Abuse Policy WeST
Anti-Bullying Policy
Drugs Policy 2020
E-Safety Policy
Search and Screening Policy
Suspension and Exclusion Policy WeST
Equality, Diversity and Inclusion Policy- WeST

Linked Documentation

Child on child sexual violence and sexual harassment between children in schools and colleges
Teaching and Learning Principles and Expectations
Equality Act 2010
Use of Reasonable Force- Advice for Headteachers, Staff and Governing Bodies July 2013
[Searching, screening and confiscating – advice for schools](#)

Monitoring and Evaluation

Coombe Dean School is committed to promoting and ensuring that our behaviour policy is fair, inclusive and supportive of students, staff and the wider school community, in support of this an Equality Impact Assessment has been completed as part of the development and review of this process. This policy will be due to be reviewed in 1 year or earlier if legislation or practice should change significantly in the meantime.

Coombe Dean School works within the parameters of this policy and takes cognisance of the following

Research and Documentation:

Behaviour in Schools- February 2024 DfE Guidance

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)

'Improving behaviour in schools guidance report' Education Endowment Foundation, June 2019

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

'Exclusion from maintained schools, academies and student referral units in England', Sept 2017

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)



Advice from Charlie Taylor (Government's Expert Adviser on behaviour in schools) published in 'Getting the simple things right: Charlie Taylor's behaviour checklists'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

'Creating a culture: How school leaders can optimise behaviour. Independent review of behaviour in schools' – Tom Bennett, March 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

'Use of reasonable force in schools', July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

'Behaviour and discipline in schools: guide for governing bodies', July 2013.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Mobile phones in schools 'Guidance for schools on prohibiting the use of mobile phones throughout the school day'

[Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)

Toolkit for schools – communicating your policy for prohibiting the use of mobile phones in schools with parents.

[Mobile phones in schools - toolkit for schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)

Devon County Council 'Code of conduct for young people who use school transport'.

<https://www.devon.gov.uk/educationandfamilies/school-information/school-and-college-transport/code-of-conduct-for-young-people-who-use-school-transport/#:~:text=Don't%20eat%2C%20drink%2C,allow%20you%20to%20do%20so.>