

Relationship, Behaviour & Recognition – Behaviour for Learning policy

Belonging – Ambition - Responsibility

Date adopted: July 2026 (for September 2026)

Prepared by: Alan Yendell

Ratified by: Governing body

Review date: July 2027

Other relevant School policies include:

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

Statutory guidance:

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

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

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

Aims of policy

Vision – enable our students to flourish through our core values of Belonging, Ambition and Responsibility

We will do this by:

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

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

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

Our relational approach to effective behaviour management is developed around students being recognised, celebrated and rewarded when making positive and correct choices. This is balanced with a consequences approach which is fair and reasonable for when students do not make positive choices or fall short of the standards and expectations. Our culture and character curriculum will support every student to meet these high expectations and our rewards system will praise them for doing so, with the overall aims of:

- To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the school with and no learning opportunity wasted.
- To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
- To encourage students to **make positive choices** and **take responsibility** for their own actions.

- To create a **truly inclusive** environment for all where students are **safe, connected** and **successful**

1.0 Exmouth Community College Behaviour Policy

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

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

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

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

2.0 Recognition, Rewards and Celebration

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

2.1 Recognition

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

2.2 Class Chart Positive Points

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

2.3 Class Charts Accolade

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

2.4 Tutor Superstar of the Week

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

2.6 Year Group Assemblies

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

2.7 Termly Celebration Assemblies

At the end of every term, we hold an extended House Assembly, where students and staff will come together to create a sense of belonging and enjoy celebrating their collective and individual achievements throughout the term. The list of awards includes but is not limited to:

- 100% Attendance
- Head of Year Award
- ClassCharts Points
- Student of the Week

2.8 Celebration Events & Evenings

Throughout the academic year, we hold a wide range of celebration events, including our annual awards evenings which take place in the summer term. These evenings are about bringing together students, staff, parent/carers and members of our community to recognise, celebrate and reward students who have demonstrated exceptional contribution to the College and wider community and gone 'above' and 'beyond'. Other key celebration events include:

- | | |
|-------------------------------------|------------------------------------|
| • Year 11 BBQ Celebration | • Duke of Edinburgh Awards Evening |
| • Sixth Form Diploma Awards Evening | • Peripatetic music events |
| • Expressive Arts Showcase | • Year 11 Summer Ball |
| • Art & Photography Event | • Sixth Form Leavers' social event |

Recognition

- We recognise student success via our school newsletter, local media, website and social media platforms and highlight student achievement and celebrate their successes wherever possible
- Attendance 'Golden Ticket'
- Verbal praise through positive interactions with staff and peers
- Weekly Headteacher Broadcast
- Subject specific praise postcards written by teachers.
- Thank a Teacher Day

2.6 Phone calls home

Staff are encouraged to communicate with parent/carers as often as possible to share positive news/progress/achievement. We would expect all staff to make at least one positive phone call per week (or email where phone contact is not possible).

3.0 College Standards and Expectations

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

Our College standards and expectations are based on our PERK principles of:

Be Prepared

- On Time, Every Time
- Equipment on Desks
- Do Now!

Be Engaged

- Work Hard
- Listen & Participate
- Pride in Work

Be Respectful

- 100% Attention
- Respond to all staff instructions
- Silence is Golden

Be Kind

- Good Manners
- Considerate of Others
- Upstanders not Bystanders

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

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

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

3.2 Establishing Routines (Powerful Teaching Habits)

The starting point for our behaviour management approach is that all staff are expected to deliver good lessons, consistently applying the approaches of our Powerful Teaching Habits. Our relational approach is based on the principles that we are: **i) caring, but not soft, ii) consistent, but not rigid iii) certain, but not severe.**

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

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

4.0 Sanctions

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The only sanctions/systems to be used within a lesson are warnings and removal to Triage and the Behaviour Support Room.

4.1 Lesson removal

All staff should create opportunities within their learning environments for everyone to encounter success and reinforce with praise. The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority.

For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

Transition –Year 7 Induction to Exmouth Community College Behaviour System

At Exmouth Community College we recognise that the high expectations of the Relationship, Behaviour and Recognition Policy, may take time to adjust to. Therefore, we operate a phased-in approach with our new Year 7 students each September. The following will apply:

- Week 1 and 2: Staff deliberately practise with students, pointing out where warnings would be given and what would result in being sent to Reset (these are not logged on ClassCharts). If a student needs to be removed from lessons, they will be sent to the triage space in the Reset room.
- Week 3: Warnings are now given and logged on ClassCharts. Any student who receives a second warning will be sent to Reset Room for the remainder of that lesson only.
- Week 4: Full Classroom Behaviour for Learning sanctions in place.

Any serious incidents within the classroom or community spaces will be sanctioned accordingly.

4.2 Repeated Disruptive Behaviour and Conduct

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

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

4.3 Significant Behaviour and Conduct

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

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

4.4 Community Detentions

Community detentions are where a student fails to meet the schools PERK expectations and standards. Community detentions are logged on ClassCharts and student will be expected to attend a 15-minute detention for not meeting community expectations and standards.

We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

The Community detentions enable us to address any behaviour that does not meet our high expectations.

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

Types of Community Detention

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

- Staying behind at the end of a lesson
- Break time or lunchtime detention
- Time out detention
- Early morning detention with Head of Year
- SLT Detention – after school

Reasons for Community Detention

Detentions may be given for any of the following:

- Being sent to 'Reset'
- Lateness to school or lessons
- Uniform infringements
- Failure to complete homework / coursework
- Lack of effort in completing classwork

- Inappropriate behaviour or conduct around the site
- Being in an out of bounds area
- Running inside
- Inappropriate or unacceptable language/comments
- Failure to meet College expectations

If a student does one of the above, an adult will log this on ClassCharts and inform them that they have a “Community detention or Time Out detention”, and that they must serve a 15-minute break/lunch-time detention at the next available session. Students will be facilitated to have food/drink and a toilet break during this time.

Issuing a Detention

If a student is sent to Reset a Breaktime Detention will be completed the same day

Period 1 – Break 1 (same day)

Period 2 – Break 2 (same day)

Period 3 – Break 1 (following day)

If issuing detentions outside of Reset, staff should make it clear to the student:

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

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

Failure to attend a Detention

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

- Reorganising the detention
- Upscaling the level of the detention (e.g change to ‘lunchtime’ or ‘SLT detention’)
- Increasing the length of the detention

5 Focus of the Fortnight

At periodic times throughout the school year there will be a ‘Focus Fortnight’. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or student equipment or we may choose to focus on the awarding of merits and ‘catching students being good’.

The focus will be communicated in advance to parents and students. The week will focus positively on students’ engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

4.6 Punctuality and lateness

Punctuality is a key skill for any student to develop in life and we aim to support students to appreciate the importance of good punctuality. Students who arrive in school after their allotted start time without sufficient cause will be issued with a late to school or late to lessons.

Arriving to School

- Students MUST be in school by no later than 8:20am.
- Student should enter school through Green Close or Gipsy Lane
- Students will move to Tutor lesson at 8:25am, and be in Tutor Lesson, no later than 8.30am
- Any student arriving after 8:25am, will need to enter school through Green Close or Gipsy Lane reception, where they will sign in and be recoded on ClassCharts as Late to School.

Arriving to Lessons

Students are expected to be in all lessons on time. If students are late the following sanctions will apply;

- After Bell 2 – late to lesson log on ClassCharts
- After Bell 3 (without valid reason) – logged as truancy on ClassCharts and sent to Reset.

Any student who has been with an adult which has caused the lateness will be issued with a pass (green note).

4.7 Repeated referrals

Students who experience multiple referrals to Triage and the Behaviour Support Room will have a graduated response to support. We aim to ensure students can make positive choices, we recognise that this is more challenging for some students especially those with additional needs. Additional support is highlighted on our Menu of Support which is a combination of both interventions and reasonable adjustments delivered and facilitated through the Inclusion Team.

Behaviour Stages Process

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

The stages are:

- Behaviour Stage 1 – Tutor Report
- Behaviour Stage 2 – Head of Year Report
- Behaviour Stage 3 – SLT Report
- Behaviour Stage 4 – Deputy Headteacher Report
- Behaviour Stage 5 – Headteacher Report

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

Sustained improvement

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

Signs of improvement, but not yet consistent

Remain on same stage (max 3 cycles)

No Improvement

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

4.9 Deliberate use of fire alarm

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

4.10 Electronic Devices Policy

This policy outlines expectations for mobile phone and other electronic devices use in school to ensure a safe, connected, and successful learning environment. This policy applies to all students during school hours, on school grounds, and during school related activities unless otherwise specified by staff.

4.11 Yondr Mobile Phone and Electronic Devices Free School

Prohibited electronic devices (phones, smart watches, air pods) are not to be used within school grounds. Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. "See it, Hear it, Lose it" applies at all times. If you need to contact your child during the school day, please call main reception on 01395 264761. The team will be happy to pass on any messages.

Should your child need to contact you urgently throughout the school day, they can speak to a member of staff and use a school phone.

Medical and other exceptions

Where a student has a medical need to have access to their phone, for example diabetes, we will provide a pouch without a lock on it. This will enable the student to check their phone when required for medical reasons. Lock free pouches will be issued on a case by case basis following appropriate medical evidence being supplied. For students with medical needs that we are already aware of, we will ensure a medical pouch is supplied.

If a mobile phone pouch is lost or damaged

If a student damages or loses their pouch, they should let their tutor know at the earliest opportunity. The phone will be collected by a member of staff on-call and locked away until the end of the school day, when it can be collected from the relevant reception (the site where collected).

Lost or damaged pouches will need to be replaced. The school will contact home to arrange for a payment of £11 for a replacement pouch. When second-hand pouches are available (likely from September 2027), these will be able to be bought for £5.

Examples of damage to a pouch include any of the following, which prevent the pouch from functioning properly:

- Cut, torn or ripped fabric
- Bent or cut pin
- Signs of force to black button on flap
- Damage to the black ball
- If a pouch opens without an unlocking station
- Any graffiti or writing evident

If there is evidence that a pouch has been damaged deliberately, this will be seen as a breach of our behaviour policy and will be treated differently (see below).

Actions taken if a phone pouch is deliberately damaged		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will spend one day learning in Internal Exclusion.	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student and parent/carers will agree and sign an electronic devices agreement. • Student will spend two-day learning in Internal Exclusion • Escalation of Behaviour Stage	• Phone confiscated. • Confiscation logged on ClassCharts. • Parents will be asked to attend a meeting, at which they will be able to collect the phone. • Student will be issued with a Fixed Term Suspension. • Escalation of Behaviour Stage.

If a mobile phone / electronic device is seen or heard in school or if a student is found in possession of a phone outside a mobile phone pouch, this is considered to be a breach of the school's behaviour policy (See it, Hear it, Lose it).

This could be the result of:

- Bringing multiple phones into school
- Failing to properly secure their phone during tutor routines
- Not switching off your phone and it rings, vibrates or sounds an alarm during the school day
- Damaging a pouch in order to access the phone during the school day
- Accessing an unlocking station or alternative magnet during the school day

Actions taken if a student's mobile phone is seen or heard during the school day Actions taken if student is found to have left their mobile phone pouch unlocked Actions taken if in possession of an unlocking device/strong magnet		
First occasion	Second occasion	Third occasion (or more)
• Phone confiscated. Confiscation logged on ClassCharts. • Student will be issued with a fixed term suspension. • Parents will be asked to attend a readmission meeting, at which they will be able to collect the phone. • Parents/carers & students will sign an ECC mobile phone agreement. • Student will be placed on behaviour stage 1-2	• Phone confiscated. Confiscation logged on ClassCharts. • Student will be issued with a two-day suspension. • Parents will be asked to attend a meeting, at which they will be able to collect the phone and reinforcement of the ECC mobile phone agreement. • Student will be placed on behaviour stage 2- 3.	• Phone confiscated. Confiscation logged on ClassCharts. • Student will be issued with a three-day suspension. • Parents will be asked to attend a meeting, able to collect the phone. • Student will be placed on stage 4 or 5 behaviour stage (formal).

If a student refuses to hand over a mobile phone they will receive a multi-day Fixed Term Suspension, followed by a day in IE on their return to facilitate reinforcement of understanding of school rules, to prevent re occurrence.

For persistent breaches of this policy, the school reserves the right to permanently exclude.

Spot checks

Senior Staff may ask to check Yondr pouches periodically throughout the day. This will involve simply asking a student to take the Yondr pouch from their bag and show it to the member of staff. The member of staff will

Late to School

If a student arrived to school after 8:45am (planned or unplanned), student will be expected to sign in at Green Close or Gipsy Lane reception, with students handing in their mobile phone and any other electronic devices, where they will be securely stored. Students will be issued with a card, which they will need to keep and hand in at the end of the school day to collect their phone and other electronic devices.

If a student refuses to hand over a mobile phone they will receive a multi-day Fixed Term Suspension, followed by a day in IE on their return to facilitate reinforcement of understanding of school rules, to prevent re occurrence.

Forgotten pouches

If a student forgets to bring their pouch to school, they should let their tutor know at the earliest opportunity.

The phone will be collected and locked away until the end of the school day. when they can collect it from student reception.

If a student frequently forgets their pouch the tutor or Head of Year will contact home to discuss supporting the student to bring their Yondr pouch in to school.

Students possessing unlocking stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, it will be confiscated, and the student will be placed into Internal Seclusion whilst the matter is investigated.

Bringing an unlocking station or a similar strength magnet into school and using it to unlock their own or others' phones could result in a Fixed Term Suspension.

Accidental Damage

If a mobile phone pouch is damaged accidentally, please notify the school at the earliest opportunity, explaining what has happened.

Lost or damaged pouches will need to be replaced. We will contact home to arrange for a payment of £15 for a replacement pouch. When second-hand pouches are available, these can be bought for £5.

5.0 Bullying and Discrimination –

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

See it, Hear it, Call it,

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

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

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

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

Bullying can include but not limited to:

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

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

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

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

5.1 Sexual harassment and online sexual abuse

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

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

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

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

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

Sexual harassment could include but is not limited to:

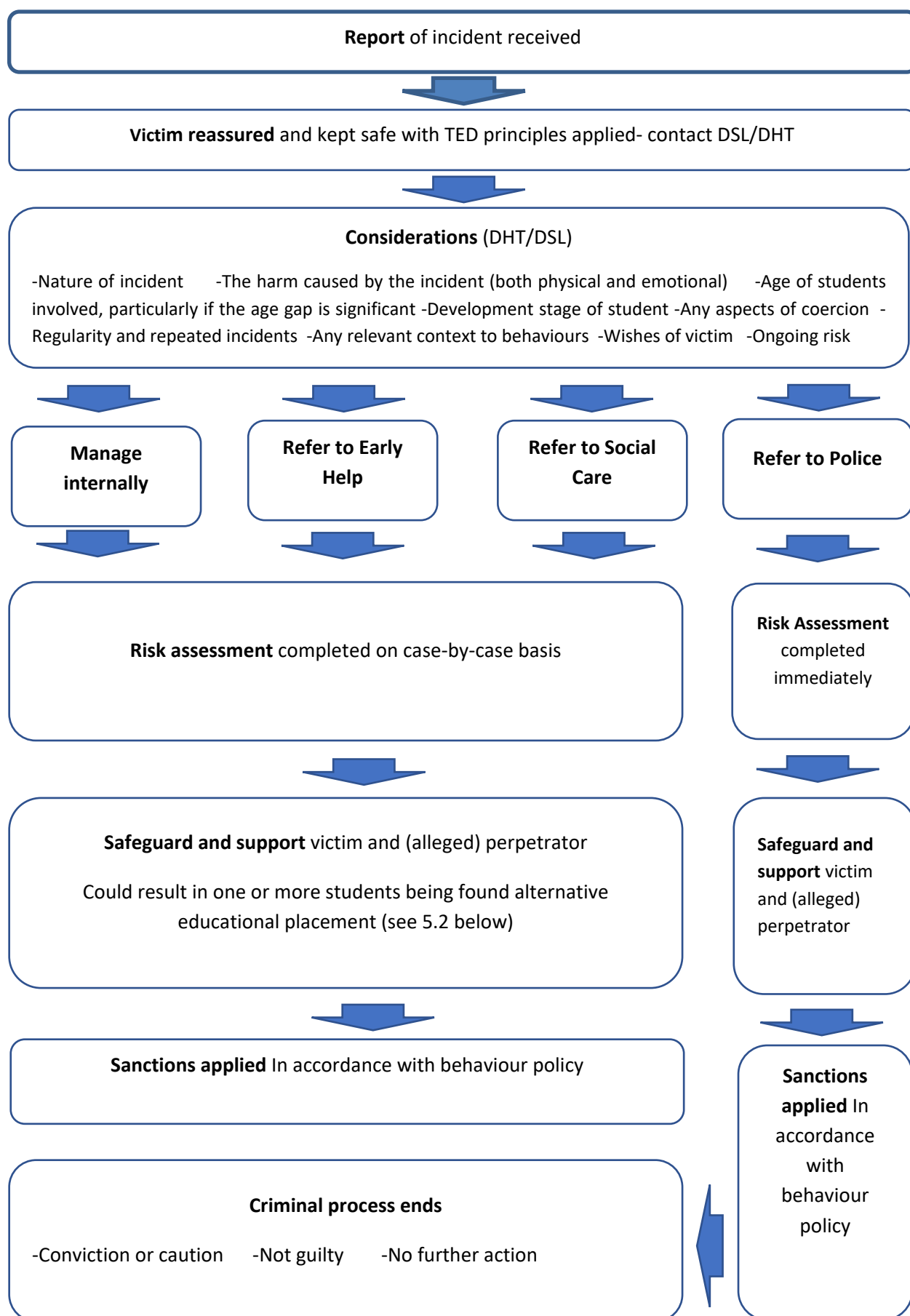
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual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

Sexual violence could include but is not limited to:

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

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

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



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

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

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

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

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour and Conduct contract;
- Lesson removal;
- Fixed Term suspension;
- Offsite Direction;
- Permanent exclusion; and
- Referral to social services or police.

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

5.2 Separation of students for safeguarding reasons

In certain circumstances, Exmouth Community College may temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, Exmouth Community College may work with the local authority and/or other partners to arrange education as soon as is possible. **This is not an exclusion on disciplinary grounds.** Exmouth Community College will inform parents of the reason why the student has been temporarily forbidden from attending its premises. The public law principles of acting reasonably, rationally and in a procedurally fair manner will be followed. Any decisions, including to temporarily forbid a student from attending its premises for safeguarding reasons, will be made on a case-by-

case basis, using professional judgement, supported by other agencies, such as children's social care and the police as required.

6.0 Support

We aim to support all our students to ensure that every child succeeds by feeling safe, connected and successful throughout their time at Exmouth Community College.

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students through our waves of intervention and support. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another. Any student identified at risk of repeated sanctions, lesson removals and suspensions will be supported by:

- Placed on Aspire to Achieve Report
- Having a Pastoral Support Plan
- Using waves of intervention and support
- Discussed at Student of Concern (SoC) Inclusion Meeting
- Parent/Carer Meetings
- Multi Agency intervention and support

This is to ensure that we are applying a graduated response to supporting all students make positive behaviour choices.

7.0 Suspension

All suspensions are completed using the following statutory guidance:

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

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

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

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

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps, agreed actions and discuss if any additional support is required or needs to be explored further.

8.0 Permanent Exclusion (PEX)

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

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

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

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

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

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

9.0 Consistent Expectations

Consistency is hard to achieve in any organisation, we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to our school standards and expectations, for example, equipment for learning, uniform, personal appearance, punctuality, disruption to learning, community conduct and electronic devices.

Uniform Expectations

At Exmouth Community College, we place a great deal of importance in student wearing their uniform correctly and with pride. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered through our uniform support hub (if possible), Refusal to accept the alternative will be viewed as defiance and the student may be placed in resetl or internal exclusion until the issue is rectified.

10.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of the following strategies:

- Relational approach to behavior management
- Our PERK standards and expectations
- Our ECC Powerful Learning Habits
- Our Positive Classroom Framework
- Our Culture and Character Curriculum
- Our Tutor and Assembly Programme
- Our PSHE Curriculum (Lesson 42)
- Our Rewards and Recognition

Staff make a commitment to establishing and maintaining the explicit routines to ensure clarity, certainty and consistency.

At Exmouth Community College we are also committed to ‘catching students being good’ as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours using this approach. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

11.0 Drugs

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

12.0 Alcohol

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

13.0 Medication

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

14.0 Smoking/vaping

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

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

15.0 Search and Confiscation

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

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622222/Searching_screening_and_confiscation.pdf)

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

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

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

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

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

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

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;

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

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

Search protocol - key points:

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

16.0 Use of reasonable force

We will aim to avoid the use of reasonable force and other restrictive interventions unless it is deemed absolutely necessary and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DfE: 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Detailed guidance can be found here [Reasonable force and Restrictive Intervention in schools](#).

16.1 Who can use reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances, these could include but are not limited to:

- Prevent injury to the student or others;
- Preventing a criminal offence;
- Prevent serious damage to property; and
- Maintain good order and discipline among students.

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

- Removing a student from an area where they have refused to follow a reasonable request to do so and may harm themselves or others;
- Preventing a student from behaving in a way that disrupts a school event, trip, or visit and may harm themselves or others;
- Preventing a student from leaving/entering a classroom where allowing them to would risk their safety or the safety of others;
- Preventing a student from attacking a member of staff or another student, or stopping a fight; and
- Restraining a student who is at risk of harming themselves.

Unacceptable use of force

School staff will never use force on a student for the purpose of punishment. Students will never be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a student is unintentionally held on the ground, staff will release their hold(s) or re-position into a safer alternative or standing position as quickly as possible. Where needed, the student should receive a medical assessment and treatment for any injuries as soon as possible.

17.0 Student conduct outside the school premises

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

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

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

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

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

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

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

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;

- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

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

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

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

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

18.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a student, there will be no charge levied.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

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

19.0 Behaviour of parents/carers

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

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

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

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

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

20.0 Allegations against staff

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

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

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

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

20.1 Malicious/false allegations

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

21.0 Complaints

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

Home-School Partnership Agreement 2026-2027

Exmouth Community College expect you (student) to:

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

What you can expect from Exmouth Community College:

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

What we expect from parent/carers:

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

Signed: _____ Student

Signed: _____ Parent/Carer

Signed: _____ Tutor (on behalf of the College)

Date: _____

Use of College Computers

College IT Policy 2026-2027

The computer system is owned by the College and is made available to students to further your education. The College's computer use policy has been drawn up to protect all parties – the students, the staff and the College. The College reserves the right to examine or delete any files that may be held on its computer system and to monitor email and any Internet sites visited by users.

INAPPROPRIATE USE OF WEBSITES AND UPLOADING MATERIAL TO THEM

Any student who uses the web to bully or ridicule other students, or insult or denigrate staff will face disciplinary procedures. Bullying of students or abuse of staff, in any form, will not be tolerated. This is likely to lead to consequences and removal from the College IT systems for a period of time. If the behavior or conduct persists then the student is at risk of being removed from accessing the IT system indefinitely.

STUDENTS' USE OF THE INTERNET

Students' use of the Internet can leave them vulnerable to a variety of risks from other users. The Headteacher is responsible for the safety and welfare of all students during the school day and will ensure, to the best of his ability, that they are protected and safe whilst in College. Students who try to bypass the filter and monitoring systems will receive consequences and risk being removed from accessing the IT system.

Damage to College IT Equipment

We expect all students to take personal responsibility in making sure they do not damage any items of the College IT equipment. There are times when accidents happen and if any student accidentally damages any item of the IT equipment, we would expect them to inform the teacher or member of staff immediately.

Where students have intentionally or willfully caused damage to any item of the IT equipment, this would lead to a consequence. If it is found that the damage was caused by reckless behavior or conduct, the school has the right to charge up to 50% of the total cost of the repair/replacement.

Where students have willfully caused damage to any item of the IT equipment, and this is proven, the College has the right to charge up to 100% of the total cost of the repair/replacement.

The precise amount levied will depend upon the presence of any mitigating circumstances.

Signed: _____ Student

Signed: _____ Parent/Carer

Signed: _____ Tutor (on behalf of the College)

Standards and Expectations

P.E.R.K Be Prepared · Be Engaged
Be Respectful · Be Kind

Prepared

- On Time, Every Time
- Equipment on Desks
- Do Now!

Engaged

- Work Hard
- Listen & Participate
- Pride in Work

Respectful

- 100% Attention
- Respond to all staff instructions
- Silence is Golden

Kind

- Good Manners
- Considerate of Others
- Upstanders Not Bystanders



Belonging - Ambition - Responsibility

Electronic Devices

From **June 2026**, all students will be required to use **Yondr pouches** to securely store their electronic devices during the school day.

Students will keep their phones and other electronic devices (smart watches, headphones, etc) in the pouch at all times.

Devices must remain locked inside the Yondr pouch and will only be unlocked at the end of the school day.

This approach supports a safe and learning focused environment.



ARRIVAL

When you arrive at school you will unlock your Yondr pouch.



SECURE

During tutor time you will put your turned-off phone and any other electronics in the pouch.



OPEN

At the end of the school day you will tap your pouch on an unlocking base.

You will use a pouch on transition days so that you can get used to how they work. In September, you will be given your own pouch, which you need to look after.

If a student loses or damages their pouch, a replacement will need to be purchased if your child wishes to bring a mobile phone or device into school.

Parents and carers will be able to make the purchase via MCAS.

More information about the Yondr pouches and the expectations and consequences have been sent to parents and carers separately.

THE ECC POWERFUL TEACHING HABITS

HARNESSING ATTENTION



Meet and Greet

We set high expectations
We build relationships
We create inclusive classrooms



Signal, Pause, Insist

We maximise learning time
We reduce disruption
We expect 100% attention



Tracking Text With A Ruler

We support all readers
We build fluency
We know everyone is on track



Silence is Golden

We reduce cognitive load
We encourage deep thinking
We expect 100% silence

INCREASING PARTICIPATION



I say, You say

We practice vocabulary together
We revisit key terms
We include everyone



Cold Call

We pose a planned question
We give thinking time
We select a student strategically



Turn and Talk

We pose a question/discussion point
We set a timer on talking
We gather feedback



I do, We do, You do

We model all new knowledge/skills
We check practice together
We circulate during independent practice



Every Minute Matters



Feedback

We constantly give feedback
We know we can only get better when we are shown and told how to improve
We take every opportunity to teach improvements



Praise

We celebrate positive behaviours
We are explicit about why we are giving praise
We are relentless in our belief all our students will achieve
We believe every interaction is an opportunity to find the positive

Belonging ~ Ambition ~ Responsibility

S.T.A.R.T.

Every Minute Matters

- *Ready to S.T.A.R.T in 3, 2, 1*
- *S.T.A.R.T in 3, 2, 1*

SILENT

- Not talking
- Listening in carefully

TRACK

- Facing Forward
- Track the teacher or whiteboard

ARMS

- Folded
- Or on the table
- Nothing in hands

RESPECTFUL

- Listen to others
- Sitting/Standing up straight

THINKING

- Always ready to answer

Belonging • Ambition • Responsibility