

## Culture policy

**Date adopted:** July 2025 (for September 2025)

**Prepared by:** Matt White

**Ratified by:** Governing body

**Review date:** July 2025

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 pupils with medical conditions Policy
- Ted Wragg Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

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

Changes:

Minor updates for 2025/26 policy with minor adjustments to Behaviour Policy

**Note:** This behaviour policy has been written as a policy for the whole college. While it should be followed it should also be read in accordance with the college'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/carers and staff survey there are multiple opportunities through college council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

#### **Aims of policy**

##### **Our vision at Sidmouth College is:**

1. That every member of the College community (students, staff, parents and governors) is aware of the agreed expectations with regard to behaviour and discipline which are held at Sidmouth College.
2. To develop positive routines and culture, encouraging the development of self-discipline, respect and consideration for others as a central part of each individual's personal development.
3. To secure a well-ordered teaching, learning and working environment for all students and staff, through the application of positive behaviour management strategies and appropriate behaviour curriculum.
4. To apply consequences, including detentions (lunchtime and after College), isolations / internal exclusion, suspensions, permanent exclusions, offsite directions and governors' disciplinary procedures, where necessary in order to ensure that teaching and learning can proceed in a safe and respectful environment.

#### **Objectives:**

1. To take account of College and DfE guidance when planning behaviour strategies.
2. To actively encourage the quality of all **relationships** within the College, and to encourage the use of mentoring, coaching and mediation to support this.
3. To create a positive ethos, based on good communication, **recognition, praise and reward**, in order to make a major contribution to standards of behaviour.
4. To ensure all students and staff are respected as people, valued equally and treated as individuals.
5. To promote the modelling of good behaviour by staff and their recognition of the importance of consistent behaviour management, utilising **coaching and CPD** to support this.
6. To encourage all staff to work together to improve practice in relation to student behaviour management given the challenge that this can represent even to the most senior or experienced members of staff through staff development and support.
7. To adopt a team approach in which line managers always support staff in dealing with inappropriate challenging behaviour and staff offer mutual support in resolving conflict situations that arise.
8. To ensure that expectations of behaviour are clearly stated and realistic and that discipline and control are fairly and consistently applied.
9. To celebrate achievement and ensure that rewards are used as a key promotion of good behaviour.
10. To ensure support, when required, through the Inclusion Team and the College's Student Development Centre and external agencies when required.
11. To ensure inclusive practice is at the core of the College's approach.

12. To ensure that when disciplinary sanctions (consequences, detentions, isolations, offsite direction, suspension and permanent exclusions) are required they are proportionate and, as far as possible, related to the inappropriate behaviour.
13. To organise the collection of **data** on behaviour and make use of this data to support further developments in behaviour policy and management through **effective and robust analysis**.
14. To revisit behaviour management through staff professional development and include training in behaviour management within the induction programmes for new staff.
15. To effectively manage transition between colleges and transitions within the College at different stages of education.

#### **Responsibility of parents/carers:**

1. Parents are asked to sign the Home–College Agreement in relation to their child/children.
2. Key elements of this policy are included in the information for new parents given out when a child joins the College.
3. Parents are also reminded of parts of the Policy, which are of relevance to their child/children, as the occasion arises.
4. Parents and carers are updated about their child's behaviour as required and are encouraged to celebrate successes to maintain positive relationships with the College.
5. Parents should reinforce the College policy at home as appropriate.

**Our College is aware that off-rolling is unlawful. Ofsted defines off-rolling as,**

**"the practice of removing a pupil from the college roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the college roll, when the removal is primarily in the interests of the college rather than in the best interests of the pupil."**

**We are committed to following all statutory suspension and permanent exclusions procedures to ensure that every child receives an education in a safe and caring environment.**

This behaviour 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:

1. To **support students taking pride in their behaviour**, so that there is a culture of warmth, achievement, ambition and learning everywhere in the college with and no learning opportunity wasted.
2. To provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**.
3. To encourage students to **make positive choices** and **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

#### **1.0 Sidmouth College Behaviour Policy**

**Sidmouth college** encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

**Sidmouth college** has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the college's behaviour policy.

This Policy aims to outline the measures by which the college aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure **Sidmouth college** is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole college ethos **Sidmouth college** reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a **Sidmouth college** student, regardless of whether this is before/during/after college 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 college uniform.

## **2.0 Rewards**

Sidmouth College regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the College. Sidmouth College wishes to recognise the vast majority of students who make positive behaviour choices everyday, listed below are the ways we celebrate success with students, parents and staff during the academic year. Visible recognition in our positive interactions with students forms a major part of our practice.

### **2.1- Rewards and Praise**

**Praise/House points** - Praise points are used by all staff to reward positive behaviour are given in the following categories of the Sidmouth College Way:

- Being Responsible
- Being Ready
- Being Respectful
- Working well for yourself,
- Being a good role model for others,
- Outstanding representative of the College
- Achievement which benefits the College and wider community

Further details of praise are below;

HOUSE POINTS		HOUSE COMPETITIONS	POSITIVE CHOICES
P1	Work well for yourself +1 Point	2 House points for all participants	Good behaviour in: • P1 Ready • P1 Responsible • P1 Respectful
P2	Being a good role model for others +2 Points	10 House points for 3rd place	Outstanding behaviour in: • P2 Ready • P2 Responsible • P2 Respectful
P3	Outstanding Representative for the College +3 Points	20 House points for 2nd place	Behaviour seen over a half term: • P3 Ready • P3 Responsible • P3 Respectful
P4	Achievement which benefits the College & wider community +4 Points	30 House points for 1st place	Behaviour seen over a term: • P4 Ready • P4 Responsible • P4 Respectful • P4 Pride of Sidmouth College winner
Stamps - doing the right this every day, every lesson earns you house points			
0 - 19 stamps		= 0 house points	
20 - 24 Stamps		= 3 House points	
25 Stamps		= 5 House points	
26 - 30 Stamps		= 8 House points	
31 - 36 Stamps		= 10 House points	

## 2.2 Pride of Sidmouth College Awards.

These awards are nominated by the entire College community where reward and recognition responsibility is given to a student panel to decide upon the winners. The prestigious awards also have funds allocated for the winners to allocate and distribute in the College community to improve aspects of the College.

## 2.3 Headteacher Commendations

A Principal commendation is given to students who have shown exceptional achievement, either in College, as part of an extra-curricular activity or acts that uphold the Sidmouth College Way in the community. A letter is also sent home to inform parents about the commendation.

## 2.4 Attendance

Attendance Certificates are presented on a termly basis to recognise and praise students for good and improved levels attendance over the year.

## 2.5 Termly Celebration Assemblies

Individual students are recognised in termly assemblies for exceptional achievement.

## **2.6 Awards Evenings**

Annual awards evenings are held for each key stage, with Year 11s having a Celebration Evening after leaving the College. Awards are given in the following categories:

- Achievement and progress in each subject (nominated by their teacher);
- Head of House Awards;
- The student making the most progress within the Year Award.

## **2.7 Tutor/House System**

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor/House Groups during the year.

## **3.0 High Expectations**

### **The Sidmouth College Way**

All Lesson expectations are based on the following principles:

#### **1. Being Ready**

- **On time** - We are in the right place at the right time, calm and prepared to learn
- **Equipment** – We are organised, have the correct equipment & use it correctly.
- **Uniform** - We wear our uniform correctly & with pride.

#### **2. Being Responsible**

- **Follow Instructions** - We are responsible for our actions.
- **Positive attitude** - We work hard to do our best and show pride in our work.
- **Keep everyone safe** - We behave safely, are kind, polite and care about others.

#### **3. Being Respectful**

- **Others** - We listen to others and speak respectfully.
- **Myself** - We show a positive attitude & follow requests by adults.
- **Environment** - We leave the College environment as we expect to find it.

## Sidmouth College Lesson Expectations



All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our college and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student council, annual surveys and staff networks.

### 3.1 Creating Routines

This is an important aspect of the college work in delivering our behaviour curriculum. It is purposefully planned and taught to students and the college delivers regular reminders of our expectation to staff and students within the college through deliberate practice, assemblies and individual reminders.

We have clear routines that we expect staff and students to follow to enable the best consistency possible for students to experience between classes. These classroom consistencies for the basis for coaching for staff and expectations for students.

#### 4.0 Consequences

Students are reminded of the expectations at least half termly in college assemblies and each first week back after a half term in assemblies/lessons/tutor time.

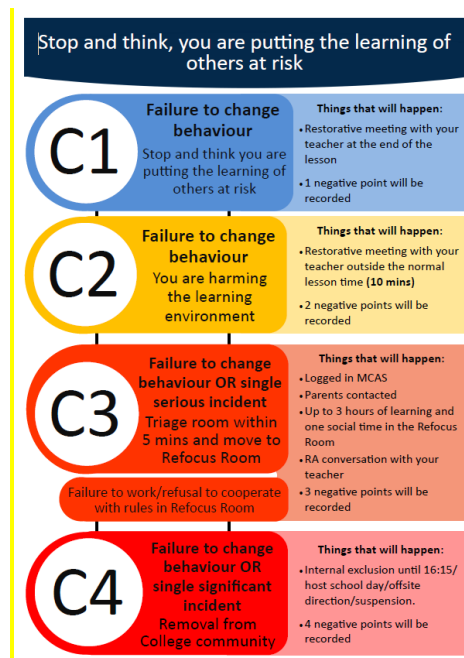
If a student does not adhere to 'Classroom Expectations – the Sidmouth College Way', a teacher will inform that the student has received a C1 warning (unless a one off serious incident). They will be asked to have a brief conversation with the student at the end of the lesson about their choices and being Ready, Responsible or Respectful.

If a student does this for a second time within the lesson, they will be given a C2 and a 10 minute detention.

If the student does not adhere to 'Classroom Expectations – the Sidmouth College Way' for a third time the student will be sent to the Triage room and then to the Refocus room for up to three hours of learning and one social time.

If a student refuses or does not attend to attend the Refocus Room they will be sent to internal exclusion for a day which runs until 1615.

Students can be given an immediate C3 if deemed a one off serious incident of significant behaviour within the classroom to prevent the disruption to learning.





#### **4.1 Lesson removal – Refocus Room**

If the student does not adhere to 'Classroom Expectations – the Sidmouth College Way' for a third time within the lesson, the student will be sent to the Triage room and then to the Refocus room for up to three hours of learning and one social time.

If a student refuses or does not attend to attend the Refocus Room they will be sent to internal exclusion for a day which runs until 1615.

Students can be given an immediate C3 if deemed a one off serious incident of significant behaviour within the classroom to prevent the disruption to learning.

The Refocus room supports students to continue their learning within clear guidelines. It also provides support for the students to reflect and re-regulate in order to be successful by working with key skilled members of the pastoral team. Restorative conversations between staff and student also form a key part to reconnect, rebuild and restore positive working relationships. These occur in the students social time.

#### **4.2 Lesson removal**

We are committed to inclusion for all and to preventing suspension/exclusion. However, where a student is involved in repeated or more serious incidents, the student will be sent to the internal exclusion for a learning cycle of 5 lessons including a 1 hour after college detention, to be successfully completed.

More serious incidents could include but are not limited to:

- truanting;
- refusal to follow instructions;
- refusal to go to departmental parking;
- Refusal to hand in a phone when confiscated
- 5 behaviour logs in a week
- refusal to attend detention;
- bullying;
- swearing;
- aggression;
- refusing to cooperate with other expectations such as wear uniform correctly or remove non uniform items
- vaping/smoking
- vandalism
- rudeness; and
- dangerous behaviour.
- throwing items in classrooms
- Bus ban for students misbehaving including vaping/smoking

#### **4.2 Repeated or more Serious Incidents**

We are committed to inclusion and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, fails to attend detentions, receives multiple lesson removals, or is involved in an incident too serious for a detention, the student will be referred to internal exclusion / isolation. Students will spend a full day in internal exclusion / isolation including an after college detention of 1 hour.

More serious incidents could include but are not limited to:

- Truanting (student deliberately missing from lesson without permission);
- vaping/smoking;
- vandalism/deliberate damage;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behaviour.

Commented [TR1]: Define this?

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#### 4.3 Reconnect, rebuild and restore

Inclusive practices are at the core of Sidmouth College. During the Refocus Room process/consequences and internal exclusion students have an opportunity to reflect on their reason for their referral and have an opportunity to discuss with the member of staff within the room. Parents and carers are communicated with to ensure excellent communication so they understand nature of removals.

Staff will always try and implement a Restorative Approach in managing consequences to repair the relationship between the adult and the student to help secure positive relationship. Staff are made aware of trauma informed practice and Adverse Childhood Experiences which can impact young people. Staff should always aim to address the behaviour choice of the child.

Restorative practices are also used where relationships break down between students and are used to repair where concerns arise student to student with trained practitioners.

Staff are training in de-escalation strategies and give thought to their practice through coaching and deliberate practice. Key staff also teach de-escalation techniques to students to support their regulation when they find themselves in situation they find challenging.

#### 4.4 College community consequences – Reset at lunchtime

This detention is a 15-minute lunchtime detention for anti-social behaviour in and around the College and failure to follow basic expectations in being Ready within the Sidmouth College Way. We expect all students to always behave and treat each other with respect. That means walking around the College calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

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

Ready to learn reasons for a lunchtime detention

<ul style="list-style-type: none"> <li>• 3 Uniform logs in a half term for each accumulation of 3 uniform logs</li> </ul>	<ul style="list-style-type: none"> <li>• 3 x blanks in a planner in one week</li> </ul>
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<ul style="list-style-type: none"> <li>• 3 x equipment faults</li> </ul>	
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The following are possible (but not limited to) reasons for a lunchtime detention for behaviours at social time:

<ul style="list-style-type: none"> <li>• Running indoors or rough behaviour on the field</li> </ul>	<ul style="list-style-type: none"> <li>• Eating and drinking in banned areas or being in banned areas</li> </ul>
<ul style="list-style-type: none"> <li>• Shouting indoors</li> </ul>	<ul style="list-style-type: none"> <li>• Not clearing away your tray in the canteen or dining hall</li> </ul>
<ul style="list-style-type: none"> <li>• Being out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting or kicking College property</li> </ul>
<ul style="list-style-type: none"> <li>• Dropping litter/throwing food</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate language or attitude</li> </ul>

If a student does one of the things above, an adult will inform them that they have a “Reset Room”, and that they must serve a 15-minute breaktime detention at the next available session. If this detention is missed or refused a single attempt to repeat reset at lunchtime will be organised and then the consequence is escalated to a referral to Internal exclusion unless there is a valid reason e.g. other detention in place, absence etc

#### 4.5 Focus Week

Sidmouth College has a three weekly cycle of reminding students of being Ready, Responsible and Respectful to ensure these areas of the ‘Sidmouth College Way’ have due focus to the college community.

Equipment checks will take place regularly in tutor time each week and a follow up will be made by tutors and subsequently HoH where concerns arise over students being ready for lessons by having the correct equipment.

At periodic times throughout the college year there will be a ‘Focus Week’. These weeks will vary depending on the needs of the college and current emerging issues. An example week might focus on uniform or student equipment.

Where appropriate, 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 praise/consequences at this time. Wherever possible tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

Tutors and HOH will make contact home with repeat offenders who choose to not follow the college expectations for focus weeks.

Students who consistently fail to meet expectations may also be placed in after college detentions and / or internal exclusion to support them to make the right choices.

#### 4.6 Punctuality and lateness

Punctuality is a life skill and preparation for life and therefore we expect all student to arrive to the College on time for the start of the college day and to respect their peers and teachers. It is an essential life skill that will serve students well in the future. If a student is **late to college twice in one week** or fails to attend their registration group twice in one week they will receive an after college detention until 1615. Failure to attend

this detention students will be expected to attend 2 after college sessions consecutively. If they fail to attend these, they will spend a day in internal exclusion and an hour after college.

If a student is late in attending **three** lessons (by more than 4 minutes) in a week they will also be issued with an after-College detention until 1615. Failure to attend this detention will result in students spending a day in isolation / internal exclusion and an hour after college until 1615.

Where student repeatedly does not show changes in behaviours over time for punctuality and/or lateness closer monitoring and an escalation process will be used. Staff will use letters and meetings with parents to support improvements and positive changes but also to raise concerns where persistent lateness is evident. Where these are not impactful isolation / internal exclusion will be used as a consequence for repeated lateness.

#### **4.7 Multiple referrals**

If a student is referred/sent to the Refocus Room twice in one day they will be supported and kept within this space / Internal Exclusion for the remainder of the day.

Students are monitored closely and where a student receives multiple behaviour logs for specific issues the Pastoral Team liaise with parents and make robust plans to support the student to make better decisions and aim to find the support that will bring about changes. Students are tracked diligently to support this process weekly and half termly. Those requiring more specific support are checked more regularly when required.

When changes of behaviour do not occur and repeated isolation / internal exclusion occur, alternative plans will be considered and be made for the students educational provision which can include using other colleges, alternative providers etc dependent upon the nature of the concern and need.

#### **4.8 Lesson removal at a host college**

Where students are not working effectively with the Sidmouth College Way, the college may choose to organise offsite direction at another educational establishment for periods of time from one day to a term in length, in normal circumstances. This is a reset to try and different approach to the educational offer at Sidmouth College and to see if the student can engage in education elsewhere before returning to Sidmouth College.

In certain incidents of very poor behaviour but where the college wishes to avoid suspension, or this consequence is deemed inappropriate, the college may place the student in lesson removal at another college. This allows the student to continue to learn. If a student refuses to attend then suspension could be issued. Circumstances that could result in a student spending time at a Host college include, but are not limited to, the following breaches of the behaviour policy:

- failure of internal exclusion ;
- refusal to follow instructions;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- Repeated issues such as vaping and truancy;
- inappropriate use of computers, the internet, images or social media; and

- fighting.

The lesson removal at another college also may be used for repeated internal truancy.

1<sup>st</sup> incident of internal truancy – Isolation / internal exclusion Sidmouth College

2<sup>nd</sup> incident of internal truancy – Isolation / internal exclusion Sidmouth College and parent meeting

3<sup>rd</sup> Incident of internal truancy – Lesson removal at Host College

#### **4.9 Deliberate use of fire alarm**

Deliberately setting the fire alarm off is an extremely dangerous act. The whole college 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 college, 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 college reserves the right to permanently exclude any student is deemed to have triggered the alarm deliberately or with malicious intent.

#### **5.0 Bullying and Discrimination**

PLEASE REFER TO SEPARATE ANTI-BULLYING POLICY

At Sidmouth 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 college aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community. We are proud of our progress towards gaining our Anti Bullying Award.

To establish an ethos where students set a good example to others. To encourage all members of our college 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).

Where unkind behaviour is instigated we term this 'deliberately hurtful' one off behaviour which is tracked over time in an academic year. This enables the college to track unkind behaviours which are repeated and subsequently are repeated and are subsequently termed 'bullying behaviours'.

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 the college, 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 college 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: removals of free time/detentions, Isolation / internal exclusion, change of lessons away from victim, Alternative provision and education elsewhere for a temporary period of time, suspension, exclusion, Police involvement and for repeated breaches, permanent exclusion.

### **5.1 Sexual harassment and online sexual abuse**

Sidmouth 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 colleges.

Sidmouth College 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 students' 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:

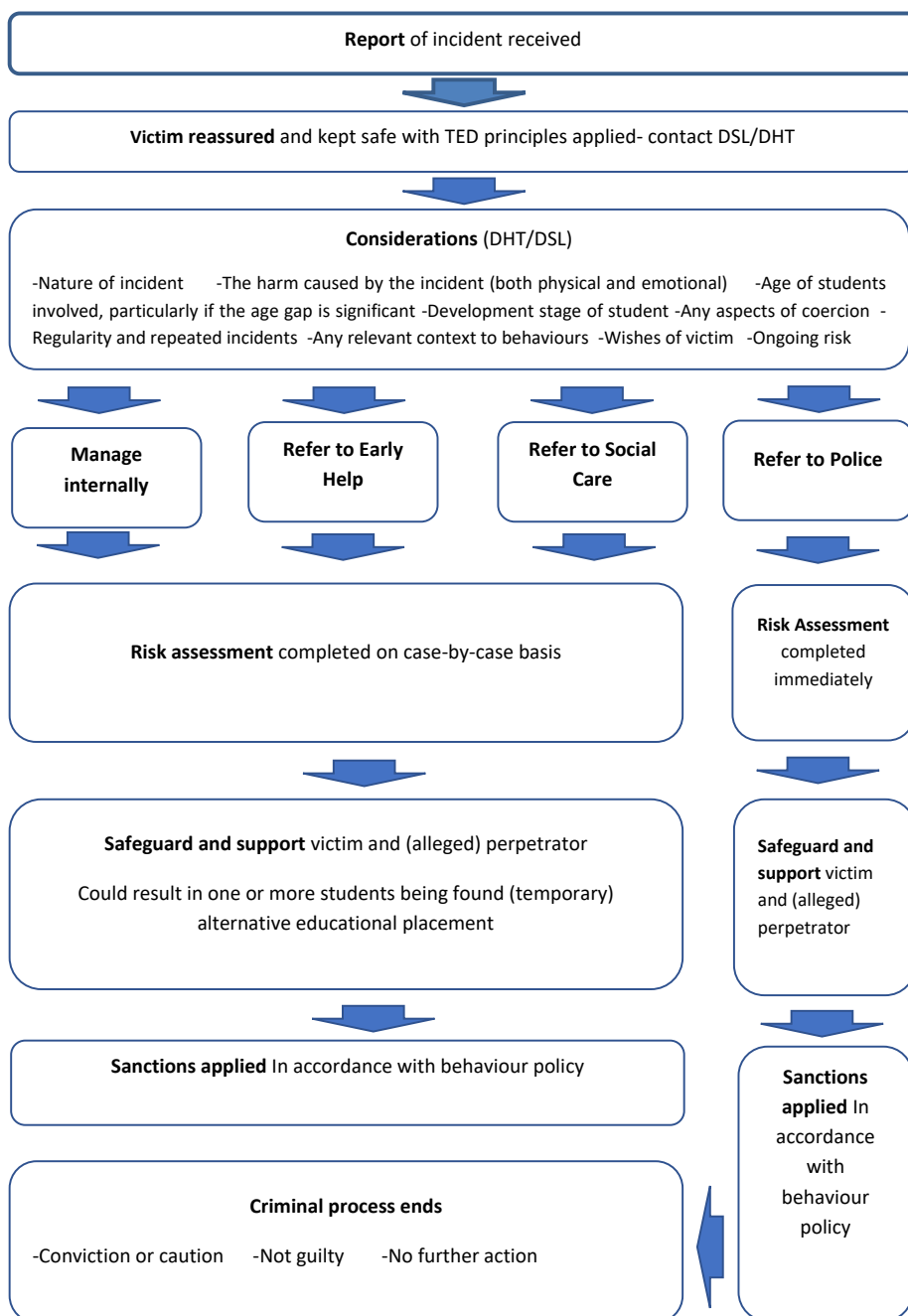
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- Online sexual harassment, which might include: non-consensual 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 college 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.

Sidmouth College will follow the following process when incidents are reported.





Sidmouth 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.

Sidmouth 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.

Sidmouth 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 contract;
- Lesson removal;
- Host college Lesson removal;
- suspension;
- Offsite Direction
- Managed move;
- 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 Sidmouth college will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Sidmouth College will balance the victim's wishes with our duty to protect the victim and other students within the college setting. Any decisions made will be discussed with all concerned and handled sensitively.

## **6.0 Support**

We aim to support all our students to ensure that every child succeeds during their time at 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. 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 designated at risk of suspensions will have a tiered response to supporting all students make positive behaviour choices.

Students may seek support through speaking to their tutor or Student Development Centre. They can also speak to their Head of House or parent / carer who may contact the college.

## **7.0 Suspension**

All suspensions are completed using the following statutory guidance:

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

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the college'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 lesson removal at host college 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 college. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the student remaining in lesson removal until the reintegration meeting can be held.

## **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 college's behaviour policy; **and**
- b. where allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others in the college

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

A serious breach of the college'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 college fire alarm.

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

## **9.0 Drugs**

The college will not tolerate drug possession, use or supply of any sort on college property or during off-site college activities. The college 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.

## **10.0 Alcohol**

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

## **11.0 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 college day. Parents/carers should complete an 'Administration of medicines in college' 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 college by parents/carers is stored in a locked cabinet.

## **12.0 Smoking- including all forms of e-cigarette/vaping devices**

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

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

## **13.0 Search and Confiscation**

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

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644444/Searching_screening_and_confiscation.pdf)

The college can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The college reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the college 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 college uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the college 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 break rules, 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 college at all eg. mobile phone and bag searches used to support this. For repeated offences 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 college, they will be confiscated again and retained until the end of term. Where items are not collected the college will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic 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 college premises. Students will also receive sanctions for smoking/vaping near the college, and if they are recognisable as a College Student on their way to and from college.

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

Students must not bring any of the items listed below on to the college premises. The college 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.

College 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 by a member of staff 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.

#### **14.0 Use of reasonable force**

The college is strongly against the use of reasonable force and other restrictive interventions against students 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 college and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The college follows the guidance below from the DFE: 'Use of reasonable force and other restrictive interventions in colleges Guidance for colleges in England'.

July 2025

Reasonable force- DRAFT

#### **14.1 Who can use reasonable force**

All members of college staff have a legal power to use reasonable force in certain circumstances, these include:

- to prevent or stop a pupil from causing injury to themselves or others,
- committing a criminal offence,
- damaging property,
- or doing something that prejudices discipline at the college, whether during a teaching session or otherwise.

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

- removing disruptive children from the classroom where they have refused to follow a reasonable request to do so;
- preventing a student behaving in a way that disrupts a college event or a college trip or visit;
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a student from attacking a member of staff or another student, or to stop a fight; and
- restraining a student at risk of harming themselves through physical outbursts.

#### **Unacceptable use of force**

College staff must never use force on a pupil for the purpose of punishment. Pupils should not 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.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

### **15.0 Student conduct outside the college premises**

We aim to prepare students for a life beyond education. The College therefore reserves the right to apply all aspects of this policy to students recognisable as a Sidmouth college student (not just by their uniform) even if they are outside of the college 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 Colleges](#).

Teachers have a statutory power to discipline students for misbehaving outside of the college 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 College may apply sanctions to a student for any misbehaviour when the child is:

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

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

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

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

- good order on transport to and from college, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from college;
- 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 college care and control over students in order to protect the reputation of the college; and
- protection for individual staff and students from harmful conduct by students when not on the college site including online/social media.

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

### **15.1 Sanctions and disciplinary action as a result of poor behaviour off the college premises**

Sanctions may be given for poor behaviour off the college 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 college 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 college has been affected;
- whether students were directly identifiable as being members of the college;
- the extent to which the behaviour in question would have repercussions for the orderly running of the college 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 college, outside the college gates or in close proximity to the college; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a college program, participating in a sports event (and in any situation where the student is acting as an ambassador for the college) which might affect the chances of opportunities being offered to other students in the future.

## **16.0 Wilful and Accidental Damage**

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the college 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 wilful act the college will consider whether there were any mitigating circumstances. Students causing wilful 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 likely 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 college will inform the Police. The college 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.

## **17.0 Behaviour of parents/carers**

We are passionately committed to building strong and positive relationships between the college 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 college. Staff liaise closely with parents to support effective transition into the college.

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

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

The College 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 college 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.

#### **18.0 Allegations against staff**

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

The College 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 College's relevant policy and all complaints have the potential for consequences for the staff concerned.

#### **18.1 Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff the college sanctions will be applied in a way that the college 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.

#### **19.0 Complaints**

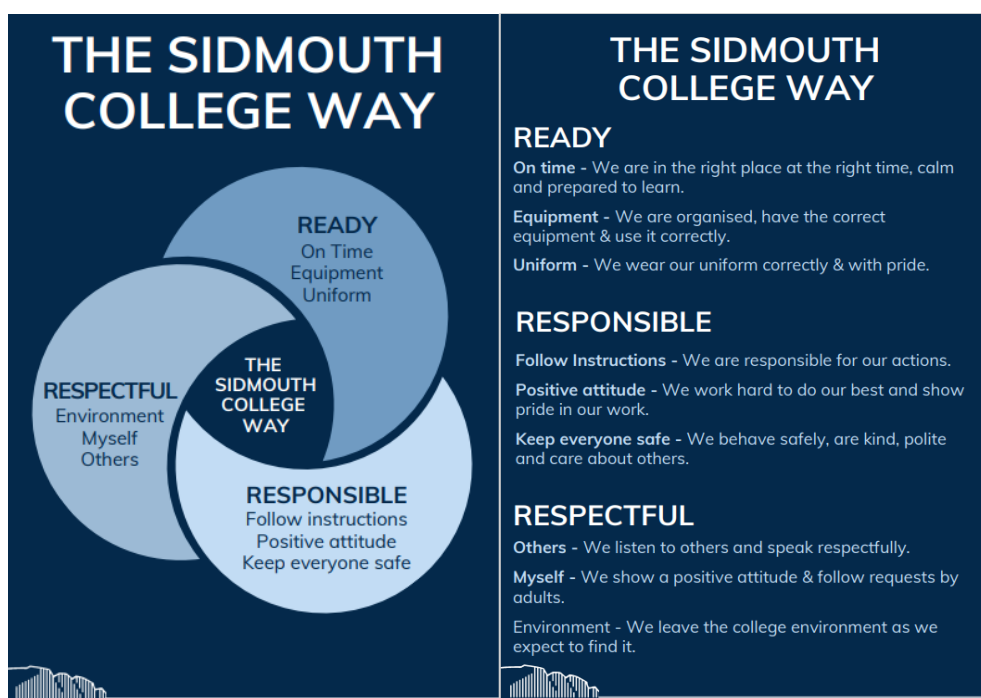


The college has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the college will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure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

#### Appendix List

1. *The Sidmouth College Way*
2. *Praise poster*
3. *Consequences poster*
4. *Home College Agreement*

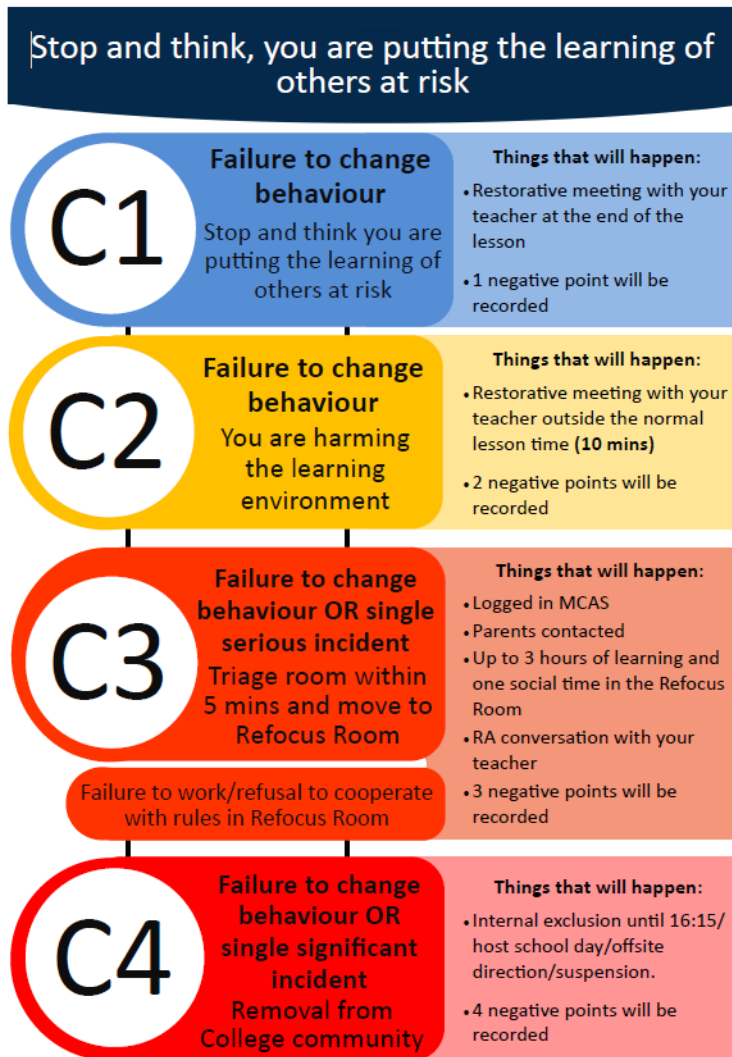
#### Appendix 1



## Appendix 2

HOUSE POINTS	HOUSE COMPETITIONS	POSITIVE CHOICES
<b>P1</b> <b>Work well for yourself</b> <b>+1 Point</b>	<b>2</b> House points for all participants	Good behaviour in: • P1 Ready • P1 Responsible • P1 Respectful
<b>P2</b> <b>Being a good role model for others</b> <b>+2 Points</b>	<b>10</b> House points for 3rd place	Outstanding behaviour in: • P2 Ready • P2 Responsible • P2 Respectful
<b>P3</b> <b>Outstanding Representative for the College</b> <b>+3 Points</b>	<b>20</b> House points for 2nd place	Behaviour seen over a half term: • P3 Ready • P3 Responsible • P3 Respectful
<b>P4</b> <b>Achievement which benefits the College &amp; wider community</b> <b>+4 Points</b>	<b>30</b> House points for 1st place	Behaviour seen over a term: • P4 Ready • P4 Responsible • P4 Respectful • P4 Pride of Sidmouth College winner
<b>Stamps - doing the right thing every day, every lesson, earns you house points</b>		
0 - 19 stamps = 0 house points 20 - 24 Stamps = 3 House points 25 Stamps = 5 House points 26 - 30 Stamps = 8 House points 31 - 36 Stamps = 10 House points		

### Appendix 3



## **Appendix 4 - Home-College Partnership Agreement**

### **Partnership**

The success of any College is built on a partnership between its governors, students, staff and parents/carers. For the partnership to work properly, there has to be a clear understanding of the responsibilities of each partner and good communication between them. The contribution of the College and parents/carers to this partnership are set out in this Agreement. It summarises the part each of us needs to play in securing success for all our students.

### **Our Agreement with You**

We will provide:

- high standards of teaching and classroom behaviour through a safe, caring, disciplined and well maintained learning environment;
- a broad and balanced curriculum which aims to meet the needs of all students;
- the setting of extension and enrichment work (homework) appropriate to students' age and ability;
- opportunities for your child to develop a wide range of interests beyond the formal curriculum;
- regular information on your child's progress;
- an open and welcoming environment and opportunities for you to become involved in the life of the College.

### **Your Agreement with Us**

We ask you to:

- support the College's aims;
- support and encourage your child in their learning, monitor extension and enrichment work through MCAS and encourage their involvement in extra-curricular activities;
- monitor their Student Planner and the collection of lesson stamps;
- attend parents/carers consultations and support College events;
- support 'the Sidmouth College Way' and the College's Code of Conduct and guidelines for behaviour;
- keep us informed about any concerns that might affect your child's work or behaviour;
- not take family holidays during term time.
- ensure your child attends College regularly, on time, properly equipped and in uniform