



# Behaviour Policy

**Policy No: SPA3/14**  
**Policy Leader: Assistant Principal Behaviour and Attendance**

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**Statutory Policy required by education legislation:  
Education and Inspection Act 2006: Section 9**

**Other Statutory Document: Education and Inspection Act 2006:  
Section 88**

**ASPIRE**

**ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE**

## Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- all students to show respect and courtesy towards each other and staff;
- parents to encourage their students to show that respect and support the college's authority to discipline its students;
- headteachers/principals to help to create that culture of respect by supporting the authority of their staff to discipline students and ensuring that this happens consistently across the college;
- governing bodies and headteachers/principals to deal with allegations against teachers and other college staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving students' behaviour.

## Vision Statement

Students are confident and self-disciplined learners, whose conduct reflects the college's desire to promote high standards of behaviour; all students are 'Ready to Learn'. All staff consistently and confidently challenge and address incidents falling below this expectation. This is allied to the college ethos of ASPIRE.

The Henry Cort Community College promotes and celebrates enjoyment, effort and excellence. We aim for happy students who develop the knowledge, skills and understanding they need to achieve their goals, gain the best possible outcomes, and play a full and active role in society.

Our **ASPIRE** values underpin everything we do.

<b>A</b> chievement	<i>We aim high.</i>
<b>S</b> upport	<i>We target support and support each other.</i>
<b>P</b> erseverance	<i>We value effort, every lesson, every day.</i>
<b>I</b> ndividuality	<i>We celebrate our differences.</i>
<b>R</b> espect	<i>We respect each other.</i>
<b>E</b> xcellence	<i>We can all excel.</i>

## **Aims of the Policy**

Good behaviour is expected at The Henry Cort Community College to create a positive atmosphere that supports all students and staff in a calm, safe, happy and stimulating environment. The Henry Cort Community College considers all reasonable adjustments when applying the Behaviour Policy.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and respectful.
2. By making the expectations of good behaviour explicit, the college can create a positive atmosphere that supports effective learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by inappropriate behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the college is to support, and positively manage, behaviours to ensure that these students are properly included in their educational experiences, opportunities provided and that the learning of their peers is not impeded.

It is the college's desire to promote, recognise, acknowledge and reward individual achievements by students. The following are examples of these areas considered to be worthy of individual recognition:

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or homework.
4. Outstanding effort or achievement in extracurricular activities.
5. Service to the college or local community.
6. Contribution to the tutor group.

This policy recognises the importance of high standards of behaviour for the social, moral, spiritual and cultural development of students. It also acknowledges the college's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and disability (SEND) and vulnerable students.

## **Principles**

At The Henry Cort Community College, we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason. We particularly reject child in child abuse and the use of sexual, derogatory or discriminatory language used to abuse others, because of issues relating to age, gender, ethnicity, disability, sexual orientation or any other reason. We believe that these principles underpin students' behaviour and all that we do as adults.

We endeavour to be proactive in combating potentially discriminatory behaviours through the following measures:

- Regular assemblies which explore the dangers of intolerance and benefits of celebrating diversity
- Tutor activities including an annual diversity week programme

- Personal development learning (PDL) and spiritual, moral, social and cultural development (SMSC) programme aimed to promote understanding and tolerance of all citizens, particularly those that are different from ourselves
- Student lead focus groups – such as lesbian, gay, transgender, queer/questioning (LGBTQ+) groups, Anti-bullying ambassadors, Restorative Justice Mentors and Student Voice and Cyber Ambassadors
- Internet Safety Week – exploring appropriate ways to engage with social media, unseen dangers, keeping safe and being responsible

It is the college's intention to provide every student with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. Students are encouraged to show empathy and understanding of differences and celebrate diversity in all forms. We strive to ensure students at college and at home are free from all forms and prejudiced based and discriminatory bullying including cyber-bullying.

We aim to create an environment where teachers can teach, and every child can learn freely and fully without disturbance – where every student is 'Ready to Learn'. We encourage positive relationships and aim to develop the personal skills and discipline needed to be successful in later life.

We seek positive relationships with all our parents/carers and wish to encourage a shared approach to ensure that students achieve their potential, both academically and as members of the college and wider community.

We meet the needs of our students by offering them every opportunity to learn and develop in order to fulfil their potential, ensuring that all students feel that they 'belong' within the college community. We are increasingly aware of the impact of Adverse Childhood Experiences (ACE's) on developing students, and all of our staff have received training in Trauma Informed Practice (TIP). We celebrate our skills, talents and successes within a community underpinned by our ASPIRE ethos.

These principles will be achieved through the following overarching processes:

- Strong college leadership
- A consistent approach to behaviour expectations through the 'Ready to Learn' system
- Professional classroom management
- Modelling of good behaviour
- Staff development and support
- Appropriate rewards and consequences
- Student support systems and structures
- Liaison with parents and other agencies
- Managing students' transitions
- A Restorative Justice approach to conflict resolution
- Increased awareness of ACE's, Attachment Theory, Emotionally Based School Avoidance (EBSA) and TIP


Methods of Prevention (to address inappropriate behaviours)









- Assemblies
- Restorative conversations
- Student lead support programs

- PDL/SMSC
- ACTIONS after incidents including restorative meetings
- Parental meetings
- Report through safeguarding where influences have come from outside school

## Expectations

The expectation is that students come to college 'ready to learn'. This means that they have the right equipment with them for their learning (**a clear pencil case with 2x pencils, black and purple pens, green and pink highlighters, protractor, compass, 30cm ruler, eraser, pencil sharpener and Casio scientific calculator**), are in correct uniform and follow a series of behaviour expectations at all times. By doing so, lessons remain disruption free, teachers are enabled to teach outstanding lessons, and all students are able to learn in a positive, productive environment. The non-negotiable behaviour expectations are as follows:


The Henry Cort Community College
BEHAVIOUR EXPECTATIONS

-  **Arrive to college and lessons on time and properly dressed** *(be punctual to tutor time and all lessons)*
-  **Have the right equipment for the lesson** *(have your own full Ready to Learn kit everyday)*
-  **Follow the seating plan set for your class, all instructions and the one way system** *(understand that these are for your benefit)*
-  **Use respectful and appropriate language** *(no swearing, no derogatory language, no offensive comments or actions e.g. racist, sexist, homophobic, or discriminatory language and/or gestures)*
-  **Treat everyone with respect** *(do not cause harm or hurt whether in person or online)*
-  **Listen attentively** *(do not speak while your teacher or peers are talking)*
-  **Respect other students' right to learn** *(do not disrupt or distract either in class or online)*
-  **Take an active part in every lesson** *(do your very best to complete the task set)*

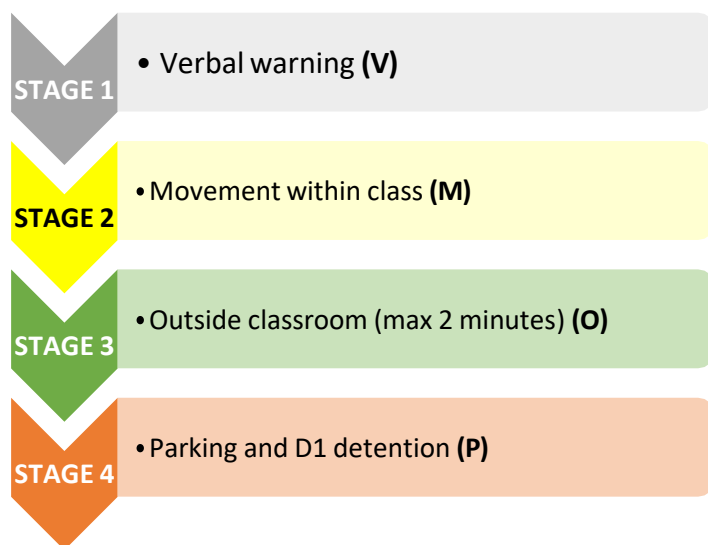
ASPIRE

ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE

These are displayed in all classrooms across the college and can also be found in the student planners and staff handbook. If a student fails to adhere to the behaviour expectations in lessons, teachers will follow the VMOP process.

Students are issued with a clear verbal warning (V), reminding them of the specific behaviour they have demonstrated has not met those expectations. If the student has to be spoken to again during the lesson (V) they will be moved (M) seats and if this approach fails they will be asked to have a conversation outside to re-regulate (O). The

final stage will be they will be relocated (parked) to another teaching room (P) within the same faculty to continue their learning and a same day detention will be issued.



At some point during their detention, the teacher who dismissed them from class will meet with them to have a restorative conversation. This enables both parties to clarify expectations and understanding and ensure that when the student returns to that class, there is a fresh start. The teacher will contact home to update parents/carers.

Whilst in the relocated room, the students complete work set that lesson. This work will be of a high quality and relevant to the year group curriculum being followed in students' lessons. The work will be completed in an exercise book so that it can be returned to the class teacher for marking.

## Banned Items

Students are banned from bringing any of the following items onto the college site:

- **No items that distract learning of others** eg fidget spinners
- **Knives or weapons**; or anything items that could be potentially used as a weapon or are a risk to the health and safety of students
- **Illegal drugs and paraphernalia**- all medicines should be stored in the first aid room students should not carry any prescription medication
- **Aerosols**- roll on deodorant is permissible. Spray deodorant can affect others' breathing so is not allowed.
- **Alcohol** The college is a no smoking site, **Tobacco, cigarette papers, filters, lighters, matches, vapes (e-cigarettes), nicotine sprays or any other smoking paraphernalia are not allowed**
- **Fizzy or energy drinks**- water bottles are permitted in lessons
- **Fireworks**
- **Pornographic images**

**The college has the power to search a student or their possessions where they believe they have reasonable grounds to suspect that a student may have a prohibited item or any item identified in the college rules on them or any other item that a member of staff reasonably suspects has been, or is likely to be used to:**

- commit an offence
- cause personal injury to themselves or another person
- cause damage to property
- cause disruption to learning (for example, headphones/ speakers)

Weapons and knives, as well as any illegal drugs, will always be handed over to the police; stolen items will be returned to their owners where possible; other items may be destroyed.

The college is not required to inform parents before a search takes place and there is no legal requirement to inform parents/carers of the result of any search (see government guidance). However, the college will always seek to keep parents/carers informed.

In accordance with DfE guidance, the college will take account of the specific circumstances of students and will pay close regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

### **Searching, screening and confiscation**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out

by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal / designated safeguarding lead to try to determine why the pupil is refusing to comply.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the

pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Mobile Phones/Smart Devices**

The Henry Cort Community College **does not permit mobile phones and other mobile/smart devices (including headphones) to be used during the college day.** Research proves they can disrupt learning and progress and lead to increased incidents of bullying. If they are brought into college, they should be switched off and kept out of sight. Items are brought in at the owner's risk and the college cannot take responsibility for loss or damage to these devices. **If a student is seen wearing earphones/earbuds or headphones it will be deemed to be connected to a phone and both will be confiscated.** Any student connecting a phone to speakers will have both items confiscated

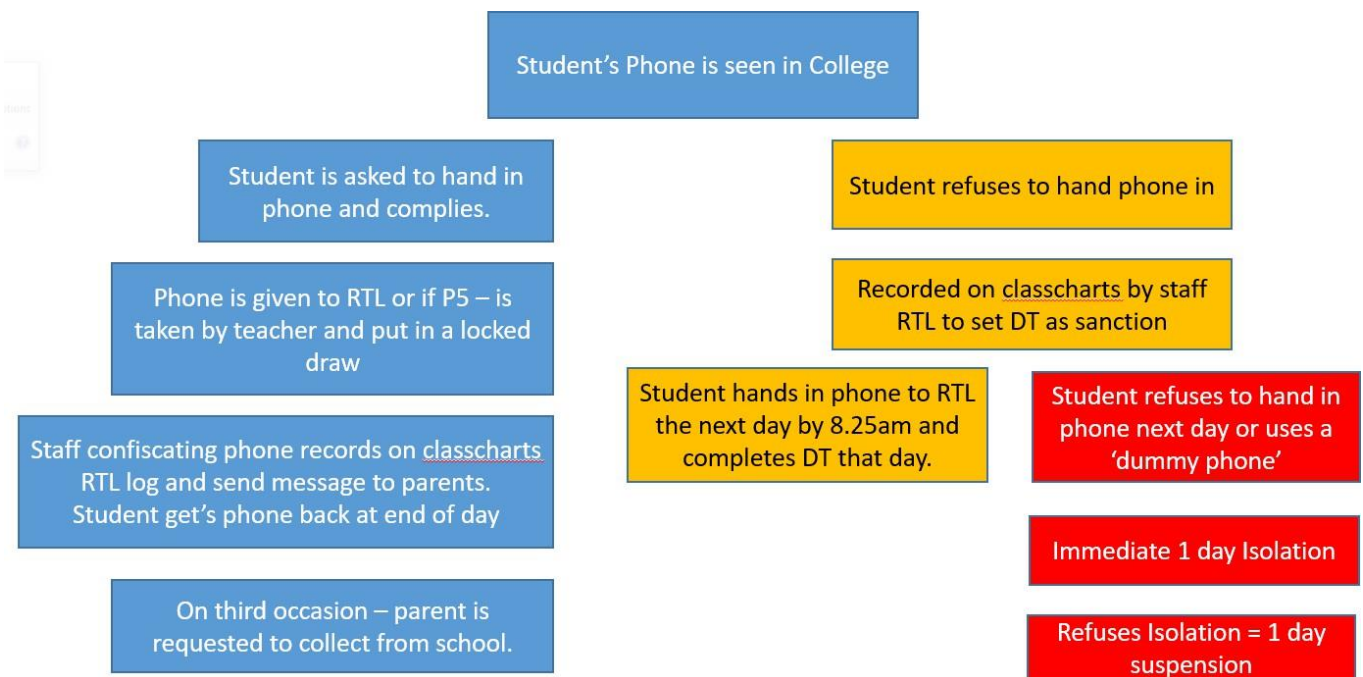
The college acknowledges that some parents and students may feel safer with access

to a mobile phone, particularly in relation to the journey to and from college. Once in college, all communication between parents/students/college should be done via one of the college landline phones.

If a student is seen with a phone or mobile/smart device out of their bag during the college day, it will be confiscated and will be locked away regardless of whether the phone or mobile/smart device is the property of the person in possession of it. It will be securely locked away for a period of time in accordance with the college mobile phone procedures. All students are aware of this procedure through posters in classrooms and around the college.

Phones are not to be visible at all whilst on the college site. This is from the moment they arrive into college, until they leave at the end of the day (including before tutor, between lessons and breaks). If students need to bring a phone to college, it must be stored in their school bag. Trousers pockets where it might be visible is NOT permitted. If staff see a phone they will have to confiscate it.

Please be assured that if a student needs to make contact home, they are able to see a member of staff who will arrange access to a phone. Similarly, if you need to get a message to your child, please contact the main office and we will get that message to them for you.



## Social Media

The college prohibits the publishing and distribution of any images or audio / visual recordings which brings its name into disrepute or causes emotional harm to others. This includes posting any images of students in uniform, any inappropriate or edited images of staff or students on Facebook, WhatsApp, TikToK or any other social media platform, or posting inappropriate or derogatory/discriminatory comments, and/or cyber-bullying. This could include activities which take place within college or offsite, but if the Principal believes that this behaviour is detrimental to the reputation of the college or the well-being of a student/member of staff, those at fault will be sanctioned.

As part of the sanction process students may be required to complete an E-safety course in conjunction with a parent/carer. Parents/Carers have a key role to play in helping students manage social media appropriately.

### **Sexual Violence and Sexual Harassment between children.**

The college is aware that sexual violence and sexual harassment (SVSH) can occur between two children of any age and sex from primary to secondary age and into colleges. It can also occur through groups of children sexually assaulting or sexually harassing a single child or group of children.

To protect our college community, all staff receive training around sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. All students are educated through assemblies and PSHE sessions on how to report any concerns. The pattern of prevalence will not, however be an obstacle to ALL concerns being treated seriously.

This college has a zero tolerance towards SVSH. As a college, we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', having a laugh or 'boys being boys'.

We follow the Keeping children safe in Education (KCSIE 2025)

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106522/keeping-children-safe-in-education-2023.pdf)

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action to be clear that these behaviours are not tolerated or accepted. Support will be provided to victims of sexual violence and sexual harassment and we will ensure they are kept safe.

It is clear from the 2021 Ofsted review into SHSV in schools and colleges that the prevalence of abusive and unwanted behaviour is widespread. As such staff in the college will remain vigilant and intervene early to prevent low level behaviours from becoming abusive experiences.

All staff will maintain the attitude that 'it could happen here'

## **Partnership with Parents/Carers**

Parents/Carers are encouraged to work in partnership with the college to ensure that students contribute to the maintenance of a safe and secure learning environment. The standards of behaviour expected of all students are included in the College Student Planners. Parent/Carers will be expected to sign the Home College Agreement when they start at the college. The college will expect that:

1. Parents/Carers use their best endeavours to guarantee that their child's behaviour does not prevent others from learning effectively
2. Parents/Carers Support their child with maintaining a healthy diet and the principle that sufficient food and water are essential for concentration, managing emotions and positive mental health
3. Support their child with maintaining healthy sleep routines essential for positive mental health
4. Parents/Carers are entitled to an explanation of actions taken by the college which will always endeavour to be fair and proportionate, particularly the application of consequences and the treatment of anti-social behaviour

## **Powers to Discipline**

Teachers, teaching assistants and other paid staff with responsibility for students have statutory authority to discipline students whose behaviour is unacceptable, who break the college rules or who fail to follow a reasonable instruction. This statutory authority to discipline applies to student behaviour in college and, in certain circumstances, outside college, including on the way to and from college, on a trip and in any other circumstance that could adversely affect the reputation of the college, the orderly running of the college, or pose a safeguarding or safety concern to others.

In the majority of situations, de-escalation, diffusion and preventative strategies are the appropriate methods for managing behaviour that may present challenge or concern. The college prioritises relational practice, restorative approaches and reasonable adjustments to support students to regulate their behaviour safely.

On rare occasions, a student's behaviour may present an immediate risk of harm to themselves or others, or a risk of serious damage to property. In these circumstances, and only when other strategies have been unsuccessful or are not reasonably practicable, it may be necessary for staff to intervene physically in order to maintain safety.

Physical intervention, including the use of reasonable force or restrictive physical intervention, may be used only to manage immediate risk, such as:

- preventing a student from injuring themselves or others
- preventing serious damage to property
- stopping a fight or assault
- preventing a student from leaving a supervised area where this would place them or others at risk

Physical intervention must not be used as a disciplinary sanction or to secure compliance,

and disruption to learning alone would not justify its use unless there is a direct risk of harm.

Any physical intervention:

- must be a last resort
- must be reasonable, proportionate and necessary in the circumstances
- must use no more force than required and for the shortest possible time
- must cease as soon as the risk has reduced

Staff may also use minimal physical contact where appropriate, such as blocking a student's path, guiding or escorting, or positioning themselves between students, where this supports safety without the need for restrictive physical intervention.

The college recognises its duties under the Equality Act 2010 and is mindful that some students, including those with special educational needs and/or disabilities, may require additional reasonable adjustments, proactive support and individual planning to reduce the likelihood of situations escalating to a point where physical intervention may be required.

Further detail regarding the use of reasonable force, restrictive physical intervention, recording, reporting, training requirements and post-incident support is set out in the Appendix: Restrictive Physical Intervention Policy, which is based on Hampshire County Council guidance and the Department for Education's *Use of reasonable force and other restrictive interventions* guidance (2026).

## **Consequences for Poor Behaviour Incident Management Panel (Daily Debrief)**

Incidents of poor behaviour that have not been recorded as resolved through the relocation system or are a serious breach of the college rules will be dealt with by the Daily Debrief

At the end of each college day, incidents which have been brought to the attention of the panel are reviewed in order to ensure that students receive timely and consistent consequences for their poor behaviour. Daily Debrief will be made up by the Behaviour Manager, a member of the SLT and the Heads of Year.

The Panel will make recommendations as to the consequence that should be applied for the behaviour. The Panel will log all information and the recommendation and feedback to the relevant member of staff. The Panel will follow up to ensure that the consequence has been put in place and carried out by the student.

It may be necessary to spend a further period of time investigating an incident or collating information in order to make a reasoned decision as to the consequence. If this is the case students may spend a further period of time in the student support facility whilst the investigation is ongoing.

### Detention System

The college operates a same day detention system please see guidance below from the DFE [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-in-schools)

Teachers have the power to issue detention to pupils under 18 years old. A school does not need the consent of a parent before issuing detention. Detention can take place during school hours and in some circumstances outside of school hours. This includes:

- any school day where the pupil does not have permission to be absent;
- weekends, except the weekend preceding or following the half term break; and
- non-teaching days, usually referred to as 'training days', 'INSET days' or 'non-contact days'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

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

The College detention system works as follows;

- Late for school detention 15 minutes (D1)
- D1 15 minutes
- SLT 90 minutes

## **Report Card System**

The college uses a positive report card system. Students can be placed on report at different levels.

Procedures for placing students on report and setting targets are set out in the Staff Handbook.

## **Internal Isolation**

This is an alternative facility used for those behaviours which would usually lead to suspension. It is a consequence for students who behave poorly and gives them an opportunity to reflect on their behaviour for learning.

- Internal isolation allows students to access the college curriculum enabling them to remain part of the college community. This will ensure that students are undertaking

college work on days they are internally excluded.

- Internal isolation reinforces expectations, the college rules and gives guidance to students to ensure that, although excluded from mainstream sessions, they still have specialist support.
- Internal isolation runs from 8.30am through to 2.35pm.
- Students who miss a day(s) in internal isolation through illness, non-compliance or any other reason will be expected to complete that day(s) prior to returning back into mainstream classes

Whilst in the isolation facility, students are expected to work in silence away from the rest of the college community. Students will have alternative rest breaks and will not be allowed access to their mobile phone whilst in isolation. These must be handed in to the person in charge at the start of the day.

## **External Isolation**

The college may require students to complete their period of isolation off site at another local school with whom the college has agreed similar protocols as those described above for internal isolation.

## **Twilight school**

The college will use this as an alternative to exclusion for short periods of time when it is necessary to keep a student away from the main student body so that proper assessment of need and specific interventions can be undertaken. The length of time this is in place for will be determined on an individual basis but will consist of a morning session running from 0730 – 0900 and an afternoon session running from 1335-1545 each day.

## **Suspension and Permanent Exclusion**

Only a small minority of students are ever suspended from college. Suspension applies to extreme behaviours or bringing the college into serious disrepute. Fixed term suspensions may be used for the following offences:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/ threatening behaviour against a student
- Verbal abuse/ threatening behaviour against an adult
- Bullying
- Racial abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent or general disruptive behaviour (including defiance, refusal to follow instructions, sanctions and truancy)
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Willful and repeated transgression of protected measures in place to protect public health

These behaviours can also be considered on the way to and from college, on a trip and in any other circumstance that could adversely affect the reputation of the college.

Expulsion could result if the behaviours described are persistent following all reasonable steps being taken to address the student's behaviour and attitude, OR following a one-off extremely serious offence, which is likely to involve the Police.

Following any suspension, a reintegration meeting will take place, which will involve the student, the parents/carers and key members of staff, including a Designated Safeguarding Lead.

Governors have a statutory obligation to meet and consider all cases of fixed period exclusions that exceed a total of 15 days in any one term and all cases of permanent exclusion.

## **Support for Students Demonstrating Poor Behaviour**

Behaviour at The Henry Cort Community College is generally good. However, there are times when students require additional support to improve their behaviour in college; adjustments are made where appropriate for SEN pupils. The Henry Cort Community College aims to support students presenting challenging behaviour in the following ways:

### **Direction off Site**

A Direction off Site aims to give students the opportunity to have a fresh start in another school and can be used as an alternative to expulsion. It is arranged in consultation with parents/carers and HOY / Assistant Principal and aims to achieve positive outcomes, which include improving the student's capacity to be 'Ready to Learn'. The placement in another school lasts for between 2 and 6 weeks, during which time a review meeting for both schools, student and parents/carers will be called, in order to review the students' progress.

### **Curricular Flexibility**

The Principal has the authority to modify any National Curriculum requirement so that a student has the opportunity to concentrate on improving key skills. If a student is persistently disruptive, a number of strategies are available which may be put in place to ensure that the student has every opportunity to succeed.

Any reduction to learning curriculum or school hours will be approved through County and a return will be completed promptly. The HOY will then monitor this carefully and review frequently.

These include:

- Individual Education Plan
- Individual Behaviour Management Plan
- Targeted learning programmes
- Mentoring schemes
- 1:1 support
- ELSA support/counselling
- Behaviour Contracts
- Outreach support and development courses
- Meetings with parents
- Specific interventions e.g. forest school
- Offsite provision

## **Alternative Provision/Work Related Learning**

It is important to consider what makes alternative provisions successful before implementation will occur. Work related learning, through individual work-related placements, college placements and placements focusing on specific skills will at times be offered as alternatives to or alongside college provision. This provision will be well planned and links with providers will be maintained to ensure the best provision is supplied and that students are supported whilst following an alternative curriculum.

## Appendix 1

### Links to Guidance Documents

In order to maintain the behaviour expectations of the college, it will, from time to time, exercise its rights and responsibilities under the following Government advice documents and other policies which are listed below:

- Behaviour and discipline in schools; advice for Head teacher and school staff (DfE October 2022) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023 [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/suspension-and-permanent-exclusion-guidance-september-2023)
- **Rights to search and screen students and confiscate items** - The college will exercise its rights to search, screen and confiscate items in accordance with the Government document '*Searching, screening and confiscation - Advice for Headteachers, College Staff and Governing Bodies February 2014 (Updated September 2022)*'. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- **The right to use reasonable force**  
In exceptional circumstances there will be occasions when the college sees the need to use force to restrain. It is not normal practice to use restraint but if it is deemed necessary. The college will exercise its rights in accordance with the Government document '*Use of reasonable force Advice for Headteachers, Staff and Governing Bodies July 2013*'. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>. Any instances will be recorded following the guidance in Planning and Recording Physical Interventions in School Hants.gov.uk 2022 - <https://documents.hants.gov.uk/childrensservices/WHEPS-PI-Planningandrecordingphysicalinterventioninschools.pdf>
- **Preventing Radicalisation**  
The college will protect children from the risk of radicalisation in accordance with the Government document '*Revised Prevent Duty Guidance: for England and Wales April 2021*'.
  - [Prevent Duty Guidance](#)
  - **Racism** - Incidents deemed to be of a racist nature will be addressed through the college's [Racist Incident Procedures](#)
  - **Bullying** - Incidents deemed to be of a bullying nature will be addressed through the college's [AntiBullying Procedures](#)
  - **Smoking** - The college is a non-smoking site. Staff and Students are not allowed to smoke on the college grounds. Incidents of smoking on the college site will be addressed through the college's [Smoke Free Environment Procedure](#)
  - **Drugs** - The college promotes a drug free environment from both legal and illegal substances. Further details and policy on dealing with drug related incidents can be found in the college's [Drug Education Procedure](#)

- **Sexual misconduct and child on child abuse** - The college takes allegations of sexual misconduct and child on child abuse seriously, including unwanted sexual attention and online behaviours which will be dealt with under the college safeguarding procedures. Further information and support can be found here in [KCSIE Part 5](#) and: <https://www.hants.gov.uk/socialcareandhealth/getiton/relationships/unwantedsexualattention>
- **Safeguarding** - All staff receive annual safeguarding training including annual updates and changes which can be found in the Safeguarding and Child Protection Policies on our [website](#).
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

**Updated: October 2022**

**Date of Review: July 2024**

## DEALING WITH RACIST INCIDENTS

### Definition

The word racist can be defined as:

- Noun - a person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another
- Adjective - showing or feeling discrimination or prejudice against people of other races, or believing that a particular race is superior to another

The college is bound by law not to discriminate on certain grounds. The Equality Act 2010 consolidated all previous discrimination laws and regulations into one piece of legislation.

*“We define a racist incident as any incident perceived to be racist by the target or any other person” - MacPherson Report 2000.*

### Principles

At Henry Cort Community College we believe that all students and staff have the right to be treated with courtesy and politeness. No students or member of staff should ever feel threatened by another person’s behaviour. Any reported incidents will be taken seriously and dealt with.

When dealing with a racist incident the target of racism can expect:

- the matter to be followed up and dealt with by staff
- staff to listen sympathetically and privately
- support and protection to be provided until the problem is resolved
- to be encouraged to report and continue to be supported

Those exhibiting racist behaviour can expect:

- the matter to be followed up and dealt with by staff
- staff to help them to understand why their behaviour is unacceptable and help them change their attitude
- their parents will be informed and may be involved in deciding on any appropriate action

### Practice

This part of the policy has been written following reference to Hampshire guidance of examples of best practice. It reflects The Henry Cort Community College’s commitment to tackling and reducing any racist incidents.

### Procedures

If a racist incident is reported by a student or parent or witnessed by staff, the staff member will immediately contact the member of Senior Leadership Team (Assistant Principal) with responsibility for this area.

The Assistant Principal will:

- report the incident to Hampshire County Council in accordance with Section 149 of the Equalities Act (2010) and use their guidance to conduct their investigation
- work with the HPL to investigate and identify racist behaviour and acknowledge the incident
- support the individual who has been targeted
- explain to the aggressor, participants, bystanders and witnesses that the behaviour is unacceptable and the reasons why
- refer to the Principal to decide on what action to take and use of appropriate sanctions
- ensure the incidents are logged on ClassCharts
- encourage the individual who has been targeted to report any further incidents
- inform the parents of the individual who has been targeted and the aggressor and explain action taken in relation to the college's policy

Further action could involve contacting the Police and exclusion from college in the case of serious incidents. Serious incidents, which lead to a suspension/permanent exclusion, will also be recorded on a racist incident form.

In addition, the college will systematically:

- check for racist graffiti and ensure its prompt removal
- remove all forms of racist literature and materials

### **Guidance on what constitutes types of racist behaviour**

- incitement of others to behave in a racist way
- the wearing of racist badges or insignia
- racist comments in the course of lessons

### **Violence**

- physical assault against a person or group because of their colour, race and/or ethnicity

### **Verbal abuse**

- verbal abuse and threats
- derogatory name calling, insults, racist jokes and language
- ridicule of an individual for cultural or religious difference, e.g. food, music, dress, worship patterns
- comments about country of origin

### **Graffiti**

- racist graffiti, possession/distribution of racist material
- bringing racist materials such as leaflets, comics, magazines or computer software into college
- using the college's computer systems to access and distribute any racist materials

### **Other**

- attempts to recruit other students to racist organisations and groups
- refusal to co-operate with other pupils because of their race

## ZERO TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- > Proportionate
- > Considered
- > Supportive
- > Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Bullying is not acceptable at The Henry Cort Community College and it is everybody's responsibility to prevent it.

Friendship issues are a normal part of growing up, the college will use strategies such as 'Girls on Board' to address these. However, if actions go beyond friendship turbulence the following procedures may be used.

### **Bullying - a definition**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated OR caused by multiple people in a single incident resulting in an imbalance of power
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- often an act/on ongoing acts of prejudicial or discriminatory behaviour

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- intimidation and social exclusion
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

A victim of bullying is a person or group harmed by behaviour of others and unable to counteract the harmful behaviour.

### **The College:**

1. Accurate records are kept of incidents involving bullying
2. All staff report any concerns about possible bullying through safeguarding, for the appropriate HPL to action
3. For all incidents, statements are taken from the students involved and from witnesses and are kept on students' files and where appropriate, parents are contacted
4. After finding out the facts about any bullying incidents, the college uses its range of sanctions, restorative practices and consults with other agencies where necessary to ensure all involved can reflect, move forward appropriately and grow as individuals
5. Tutor and HPL continue to monitor those involved to ensure restorative practices have been effective
6. The college makes expected standards clear to students
7. Counselling is used to support the victims and to change the behaviour of the bully

8. The whole ethos of the college aims to create an atmosphere of mutual respect and understanding
9. Peer-group pressure is used to discourage bullying and students are helped to develop positive strategies and to become assertive without using threats and violence. (The college's response to each case of bullying will depend on the circumstances of each incident.)

### **Parents/carers**

1. Parents are encouraged to work in partnership with the college to achieve better relationships between students
2. Parents should contact the Tutor in the first instance or HPL if they are concerned about their child being unsettled at college or if they suspect that he or she may be involved in bullying
3. For all serious cases of bullying parents are asked to take part in discussion about what strategies should be used and to support the action being taken by the college

Please refer to Behaviour Policy for sanctions and ICT Policy for reference on cyber-bullying. Both policies are available upon request.

### **Students**

Students are encouraged to follow these guidelines.

If you are being bullied the following responses should help:

1. Tell your Tutor or ask a friend to tell on your behalf
2. Seek support from one of the restorative justice mentors
3. Seek support from the Anti-Bullying Ambassadors
4. Seek support from the wellbeing team
5. Try not to show you are upset
6. Ignore the bully as silence may leave them disappointed
7. Walk quickly and confidently even if you do not feel that way inside
8. Try to be assertive - look and sound confident
9. If you are different in any way, be proud of it – it is good to be an individual
10. If it is a group picking on you, look one of them in the eye and say, "This isn't funny" and then walk away quickly
11. Avoid being alone in situations where bullying may take place
12. If you are in danger, get away and seek help
13. The bully will not stop if they think they can get away with their behaviour

You can help stop bullying:

1. Do not stand by and watch, be an upstander – get help from parent/carer or school staff
2. Show that you and your friends disapprove
3. Give sympathy and support to other students who may be bullied. Think how you would feel in that situation
4. Be careful about teasing people or making personal remarks. If you think they might not find your comments funny, then do not say them.

5. If you know of serious bullying, tell staff. The victim may be too scared or lonely to tell.
6. Whatever you do, do not let it continue – seek help!

### The Henry Cort Community College buildings and surrounding grounds are a Smoke Free Environment

- There should be no smoking by students, staff or visitors in the buildings or on any part of the site at any time
- The use or charging of electronic cigarettes/vapes in the buildings or on any part of the site is not permitted at any time
- Students found in possession of any smoking material, vapes or electronic cigarette paraphernalia will have it confiscated and destroyed
- Students who are found to be smoking/vaping, or who are suspected of smoking by associating with others that are smoking/vaping, will be subject to an appropriate sanction as soon as practicable from the time of the transgression
- Students found to be smoking/vaping, or whom are suspected of smoking//vaping by associating with others who are smoking, will be subject to random bag searches in accordance with the rights set out in the Government document **Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies February 2014 (Updated July 2022)**  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation#full-publicationupdate-history>
- Staff who choose to smoke/vape, must go offsite and must ensure that they are a sufficient distance from the college so that they are not visible by students or visitors

### Sanctions for using smoking and/or e-cigarettes on the college site

- A report of the incident must be completed by member of staff and passed to relevant senior member of staff through the wash up procedures (see Staff Handbook)
- Parents/carers to be notified of the incident; any bag search and any confiscated items
- Students will be sanctioned and a letter sent home advising of further consequences of smoking on the college site
- Repeat offenders will be dealt with under the terms of the Behaviour Policy and sanctions may include isolation, both internal and external and possible exclusion from college
- Repeat offenders will be referred to the Local Enforcement Officer for consideration of applying the penalties set out in the Health Act 2006

### Support for students, parents and staff

- Students who are found to be smoking/vaping should will be offered time to reflect on the dangers of smoking/vaping and support to quit, where available, If there is no member of staff trained to provide advice and guidance on stopping smoking and students express a keen interest in quitting they will be referred to the local NHS stop smoking service
- The college will support students using licensed Nicotine Replacement Products as part of a supervised NHS Stop Smoking Programme
- As part of a whole college approach to smoking, the college will from time to time communicate the benefits of quitting smoking/vaping to parents via usual methods of communication and give details of local sources of support to quit
- The college will support local and national initiatives aimed at smoking prevention and cessation and where possible take part in events and activities to encourage parents and carers to quit smoking and create a smoke free environment in the home

- The Assistant Principal in charge of the Behaviour Policy will have responsibility for the smoke free agenda within the college

### **Education and promotion of healthy choices**

- Students will be supported to make healthy choices in relation to smoking through education in SMSC lessons and throughout the general ethos of the college and its curriculum
- Staff will liaise with relevant agencies such as Hampshire County Council and NHS Stop Smoking Services to stay up to date on issues relating to smoking and teaching resources

**Updated: September 2025**

**Date of Review: September 2026**

## **Aims**

The aims of this drug education procedure are:

1. To set out the college position on promoting the importance of drug education and healthy lifestyle choices for young people
2. To set out the college's response to instances of drug use or misuse both in and off the college site

## **Definition**

For the purpose of this procedure the word 'drug' is used to include:

1. All illegal substances
2. Substances which are legal but which can be misused for example, alcohol, tobacco, vapes and other substances known as 'legal highs'. Other substances such as glues, solvents should only be used for their intended purposes. Prescription and nonprescription pain killers are acceptable for use on the premises provided this is for their proper and intended use and where college procedures and protocols have been followed

## **Rationale and Objectives**

In order to respond fully to local and national concerns the college believes it is essential to inform and educate young people on the consequences of drug use and misuse. The college takes a proactive stance on this matter, believing that health education is a vital part of the personal and social development of every student. Emphasis will be placed on the importance and need for students to become active and responsible citizens who are well informed and able to take responsibility for their own health and safety, and to show care and concern for others.

The college acknowledges the importance of its pastoral role in the welfare of all students and will seek to enable students in need of support to come forward. In dealing with those using or supplying such substances the college will consider the health, welfare and safety of the individual(s) and the college community as a whole and will take appropriate action to safeguard the wellbeing of all parties.

The college acknowledges that there are numbers of young people in society who use and misuse drugs. However, it is important to recognise that larger numbers of young people are choosing not to use or misuse substances. We aim to ensure all our students are making informed and responsible choices. We will continue to support the differing needs of all students at Henry Cort Community College.

In order to ensure the site is drug free, we have collaborated with Fareham and Gosport headteachers and principals. We have joined forces to raise the profile of drugs education and prevention in our schools and colleges. As part of this strategy, specially trained dogs will visit our schools, colleges and pupil referral units, without notice, to detect any substances that have been brought onto our sites.

This policy takes account guidance from Hampshire Children's Trust Drugs use and misuse policy (2012). [Drugs: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **Staff with Specific Responsibility**

The Henry Cort Community College has two members of staff with specific responsibility for drug related incidents within the college and the overview of the drugs education element of the SMSC drug education programme in accordance with national and Local Authority (LA) guidelines. The staff are; Mr N Carroll and Mrs S Warner.

## **Drug education aims**

Through the SMCS programme and Science elements of the curriculum we believe and support the following educational aims in respect of substance use and misuse:

- to provide accurate information about the most commonly available locally potentially harmful substances, including alcohol, cannabis, nicotine and tobacco, dispelling myths and misinformation
- to increase understanding about the implications and possible consequences of use and misuse using age appropriate and ability appropriate methods
- to widen understanding about related health and social issues e.g. peer pressure, relationships, crime, HIV and AIDS
- to seek and identify and minimise the risks that users and potential users face
- to enable young people to identify sources of appropriate personal support
- to set all drugs related work in the context of a skill-based programme, providing critical thinking skills, assertiveness skills, decision making skills and situational skills
- to emphasise the benefits of a healthy lifestyle

The aims are fulfilled through aspects of the students' experiences in the taught and informal curriculum. Formal provision is primarily in SMSC and Science but other opportunities to reinforce learning will occur in other parts of the curriculum.

Students are exposed to information from a variety of angles and given opportunities to look at their own and other's attitudes. Students practice skills in relation to peer pressure and managing incidents where they come into contact with illegal substances. Self-image is enhanced through work on skills, qualities and positive decision making. A wide range of media for drug education is employed including; peer led education; role play; video games; research, projects; discussion. The college also actively involves the Youth Service, Community Police, Health and Drugs Agencies and other support agencies in its commitment to drugs education.

SMSC staff will receive regular training up-dates on drugs education from appropriate sources. The staff with specific responsibility will arrange this after consulting with the County Adviser for the most appropriate and up-to-date information.

## **Parental Information and Support**

The value of parental involvement and support in drugs education is recognised and encouraged. The college aims to keep parents up to date with drugs, drug language, paraphernalia, recognition signs of drug use and ways of managing incidents and

suspicious through drugs information evenings supported by the Police, Hampshire County Council and the NHS Drugs Education Liaison Team.

## Managing Incidents Definition

For the purpose of this procedure the word 'drug' is used to include:

- All illegal substances
- Substances which are legal but which can be misused for example, alcohol, tobacco, vapes and other substances known as 'legal highs'. Other substances such as glues, solvents should only be used for their intended purposes. Prescription and nonprescription pain killers are acceptable for use on the premises provided this is for their proper and intended use and where college procedures and protocols have been followed
- If a young person admits to using or supplying substances, or if a member of staff suspects a young person is involved in using or supplying substances either ON or OFF THE PREMISES, the staff member will inform the safeguarding team who, with the Principal, will consider further steps which may involve other agencies and where appropriate parents/carers
- In instances involving substance possession, misuse or supply, suspicion of use or supply, or evidence of paraphernalia associated with the above ON THE PREMISES, the member of staff involved will inform the Duty SLT or Behaviour Team immediately. If possible, this action should be taken before the young person is aware that suspicions have been aroused. If this is not possible the member of staff should remain with the student or escort them to the dismissal room together with any evidence discovered. If the member of staff cannot escort the student they must inform the Behaviour Team/Walkabout as a matter of urgency. The Behaviour Team may isolate the student(s) and will inform the Principal or an Assistant Principal if the Principal is unavailable

## Searching

If there is reasonable suspicion that a student or students are in possession of drugs, which could include a positive indication by a drugs dog, as defined above the college will exercise its rights to search and screen students as set out in the searching, screening and confiscation policy:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf). All searches conducted are recorded on both safeguarding and behaviour system

## Finding illegal substances

The following information will be recorded:

- date and time of find or retrieval
- size and appearance of substance
- the names of those concerned

The following action will be taken:

- discussion with staff who know the student well
- discussion between Principal (or senior representative), HPL, parent (or appropriate adult) and student

- referral to relevant support agencies including Children's Services
- involvement of Police
- encouraging young person(s) to seek suitable support
- if student is considered at risk, referral to the MASH Team

The following actions will be considered:

- in college' sanctions e.g. 'Ready to Learn', internal/external isolation
- suspension
- permanent exclusion

### **Temporary possession of and disposal of suspected illegal drugs**

The law permits college staff to take possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that substance.

In taking temporary possession and disposing of suspected illegal drugs the college will:

- ensure that a second adult witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- store it in a secure location, such as the college safe or other lockable container
- **without delay** notify the Police, who will collect it and then store or dispose of it in line with agreed protocols
- record full details of the incident, including the police incident record number
- inform parents/carers, unless this would jeopardise the safety of the student

### **Finding paraphernalia**

In the event of discovering any equipment, gear or paraphernalia associated with drug misuse staff are advised to handle all items with caution. The incident must be recorded as above and the items confiscated. Needles and syringes should be placed in a secure and rigid container for collection by the appropriate services.

### **Off-site trips**

Drug related incidents on off-site trips are detailed in the Education Visits and Off Site Activities Policy. It is essential that all participants including parents/carers understand and consent to the clause that if a student breaches the rules and is returned home, the parents/carers will need to meet the cost of these arrangements. The laws on drugs and policing arrangements vary widely in other countries. The college will ensure that all participants including parents/carers are fully aware of these differences before departure. The college will consider in advance how to respond to any drugs incident.

The Principal will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The Principal will consider very carefully the implications of any action she/he may take. The Principal will seek to balance the interests of the student involved, the other college members and the local community.

Incidents involving members of staff will be dealt with in line with KCSIE, County Council guidelines as detailed in the Manual of Personnel Practice.

The Principal takes overall responsibility for implementing the policy, for liaison with the Governing Board and the Local Authority (LA), and ensuring that all staff dealing with substance issues are adequately supported and trained.

Any resulting liaison with the media will be through the member of the SLT with responsibility for this area following LA guidelines.

### **Re-Integration programme in the event of a drugs related exclusion**

In the event of suspension, the student will participate in a re-integration programme planned in a joint meeting between the student, parent(s), HPL's, SLT member. A referral to a drugs counsellor will always be suggested.

## **DIRECTING STUDENTS OFFSITE DUE TO BEHAVIOUR**

Occasionally Henry Cort Community College will review the behaviours of a student and make a decision that the current behaviours that are being exhibited are not conducive to the safe and effective education for the learning community. In this instance, we will direct a pupil off-site.

The power under section Section 29A Education Act 2002 is further defined by the Education (Educational Provision for Improving Behaviour) Regulations 2010. The regulations outline the procedure that must be followed when directing a pupil off-site for the improvement of behaviour under Section 29A Education Act 2002.

We have several facilities that we refer to, for short-term experiences, we will refer to our local secondary schools including Crofton, Cams Hill, Brookfield, and Portchester. For longer term, we will refer to other partners including Hampshire local authority education centre: The Key Education Centre, Tukes Avenue, Gosport, PO13 0SG.

When the decision has been taken, we will inform parents/carers in writing about the proposed venue, the single point of contact at who will monitor progress, and the initial proposed length of time your child should attend. Henry Cort Community College will regularly review your child's progress at this offsite provision and arrange regular meetings to discuss progress and reintegration when appropriate.

Parental consent is not required in order for a school to direct a pupil off-site under this provision. However, we would wish this to be a collaborative process, so far as is reasonably practicable. Throughout the process, Henry Cort will retain the safeguarding responsibilities for the child.

# RESTRICTIVE PHYSICAL INTERVENTION POLICY

## BACKGROUND

This policy has been created to align with our legal duties, including our obligations under the Human Rights Act 1998 and the Equality Act 2010 and outlines the requirements for recording and reporting incidents where restrictive physical intervention or seclusion has been used. This policy is based on guidance from the Department for Education [Use of reasonable force and other restrictive interventions guidance \(2026\)](#) which **must** be read alongside the model policy and HCC guidance document.

The following definitions inform this policy and how we might support pupils in our setting:

- **Restrictive physical intervention** - a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force:** a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All staff within this setting help pupils to take responsibility for their own behaviour and all behaviour is viewed as a communication. We do this through a combination of approaches, which include:

- Relational practice.
- Trauma informed practice.
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.
- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils
- Develop strategies to support individual pupils based on their identified needs
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers
- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.

More details about our positive approach to behaviour can be found in our Behaviour Policy and / or our Relationships Policy.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies. This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

### **When can restrictive physical intervention be used**

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting. (However, we would not consider restrictive physical intervention or the use of reasonable force to be appropriate unless there was a direct risk of harm to a pupil, their peers or the staff involved as a result of the disorder.)

The decision to use restrictive physical intervention will be informed by the following questions as part of a dynamic, in the moment, risk assessment:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

## **Who can use restrictive physical intervention**

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed above.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including co-regulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

## **What type of physical intervention can be used**

We all have a duty of care towards the pupils in our setting. This applies as much to what we **don't** do as what we **do** do. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via the Hampshire County Council Primary Behaviour Service Team Teach training courses. This training is accredited by the Institute of Conflict Management (ICM). Staff have access to annual refresher training.

Seclusion is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. This is an emergency response, and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

## **Consideration for pupils with special educational needs and/or disabilities (SEND)**

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. We acknowledge the potential triggers that may include:

- Pain / medical needs
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk through working with pupils, parents and other professionals to develop prevention and de-escalation strategies. Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place. We make use of co-produced behaviour support plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. Our behaviour support plans detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Support plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

### **Recording and Reporting**

Our Governing Body ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006).

We complete records as soon as possible after the incident and no later than the same day. We record incidents despite restrictive physical intervention being use in with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?

- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

We report each incident of restrictive physical intervention to parents no later than the same day. If we believe that reporting the use of restrictive physical intervention to a parent will place a pupil at risk of significant harm we report the incident to either the other parent if there is no risk of significant harm or the local authority via [pbs.teamteach@hants.gov.uk](mailto:pbs.teamteach@hants.gov.uk) with the title RPI Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via an email Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil.

As part of our commitment to working collaboratively with parents we arrange follow up meetings to discuss potential triggers for behaviour, review the behaviour support plan in place, reflect on de-escalation strategies and what might be done differently moving forward. In addition, we review risk assessments, ensuring that all pupils where there is a risk of the need to use restrictive physical intervention have an individual risk assessment in place.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 we record and report instances of seclusion and non-force related restraint as per the procedure above.

### **Pupil and Staff Support**

We acknowledge that any restrictive physical intervention, including the use of reasonable force may be distressing for both pupils and staff. We ensure that any necessary medical assessment and treatment is sought following an incident. Injuries to the pupil are recorded on the restrictive physical intervention record and the school's accident book, staff report injuries via the HCC online reporting system in addition to the restrictive physical intervention record. [HCC - Report an accident or incident](#)

To support the wellbeing of both pupils and staff we hold de-briefs to facilitate reflection as well as repairing and rebuilding relationships and inform future actions. Where possible a member of staff who was not involved in the incident supports the de-brief process.

### **Monitoring**

Our safeguarding governor supports our school to comply with this policy and the associated DfE guidance. School leaders and governors / proprietors review incidents of restrictive physical intervention to:

- Identify and implement improvements to policy and practice paying particular attention to situations where the same intervention has been used over a period of time and remains ineffective.
- Identify areas of learning and development.
- Understand patterns of behaviour, triggers and the effectiveness of pupil plans.

- Identify any disproportionate use of restrictive physical intervention in relation to pupils who share protected characteristics, SEN or other vulnerabilities.

These reviews take place at least annually and more regularly if restrictive physical intervention is in frequent use.

Where data is collated we ensure that we do not over-interpret small sub-groups and appreciate the limitations of our data and what can be inferred from it.

### **Concerns and Complaints**

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher / Proprietor is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances.

Safety and wellbeing of pupils and staff is our utmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention including the use of reasonable force a pupil may accidentally be scratched or bruised. This should not necessarily be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

### **Reviewing**

We adopted this policy on 5<sup>th</sup> June 2026

The policy will be reviewed annually by the Governing Body.