

<b>PUPIL BEHAVIOUR PROCEDURE</b> <b>(to be read in conjunction with The Cam Academy Trust Behaviour Policy)</b>	
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## Our Procedure Aims To:

1. Establish our **approach to pupil behaviour** so that it is **clearly understood and consistently implemented**.
2. Make clear our expectations of the **highest standards** of behaviour from all in the school community.
3. Summarise the **roles and responsibilities** of different people in the school community regarding behaviour management.
4. Outline the **expectations** regarding student behaviour.
5. Outline our system of **rewards**.
6. Outline our system of **consequences**.
7. **Describe** what we consider to be unacceptable behaviours and provide examples of the types of consequences for certain behaviours.

## Supporting Department for Education guidance / statutory requirements:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [Keeping children safe in education 2025](#)
- [Equality Act 2010: advice for schools - GOV.UK](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [Mental health and behaviour in schools - GOV.UK](#)
- [Mobile Phones in Schools](#)
- [Suspension and permanent exclusion guidance](#)

## Related School Documents, Procedures and Policies:

- [Anti Bullying Procedure](#)
- [Child on Child Abuse Procedure](#) (Sexual harassment and assault)
- [Home School Agreement](#)

- [IT and Online Safety Policy](#)
- [Child Protection and Safeguarding Procedure](#)
- [School Uniform](#)

## Main Procedure

### C.1. Our Approach

**“Good Behaviour in schools is central to good education.”** DFE, Behaviour in Schools, February 2024

We wish to encourage and develop behaviour of the highest possible standard. We see this as part of developing the full positive potential of every individual. This also enables others to achieve their full potential. We aim to create a strong, positive, and caring ethos that values every individual and every individual's achievement. This centres upon our school being an orderly and well-regulated community, where all pupils cooperate to ensure a safe and productive learning environment for all.

We wish to encourage pupils to take responsibility for their learning behaviour, supported by our restorative approach. This extends to the behaviour and attitude of our most vulnerable pupils, including those who are PP and have SEND. We want these pupils to feel as recognised, confident and able to learn as others.

#### **How?**

The Pupil Behaviour procedure applies to all pupils in our school, with **reasonable adjustment** made where a pupil has Special Educational Needs and/ or a Disability.

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

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

*59. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed” (Behaviour In Schools, February 2024).*

Government guidance states that “pupils should be taught explicitly what good behaviour looks like”. As part of pupils' timetables, they will discuss this during **Tutor time**, during **assemblies**, during **PSHE** lessons and have this **modelled consistently around school, in all classrooms by all staff, and in the community**.

We aim to support pupils positively to behave appropriately by setting out clear expectations and a **shared approach** so that all pupils know what is expected of them. We aim to foster an understanding that we all make mistakes at times and need to learn from these, balanced with a clear set of consequences for those who fail to meet our expectations - especially when warnings have been given.

#### **Why?**

Schools are busy and dynamic places; expectations need to be understood so that we maintain an orderly environment where all pupils can feel safe and can succeed, especially in our constantly growing College. We aim to provide a balance between reward and consequence and to provide opportunities for all to be praised for their efforts and achievements. Our behaviour procedure is

focused on supporting our 'Respect Value' which was devised by pupils and based on the principles of respect.

## C.2. Roles and Responsibilities

**Parents** are expected to:

- Support their child in understanding and adhering to the school's 'Respect Values', uphold our expectations, and support any consequences that their child may receive.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly.
- Be respectful in communications with the school and members of staff.
- Read, agree to, and sign the Home-School Agreement.

**Pupils** are expected to:

- Engage with the school's 'Respect Values' and ensure they understand it.
- Engage with the school to understand why certain expectations are in place and consider how these impact themselves, the school community, and the wider community.
- Serve consequences given and use the time and resources available to reflect on the impacts of their behaviour.
- Always behave safely and report to staff immediately any concern they may have about their own or another's safety, either in person or via the 'Report a Concern' button on their iPad.

**All staff** are responsible for:

- Modelling the school's 'Respect Values', ethos, and positive behaviour.
- Implementing the rewards and behaviour procedure consistently.
- Providing a personalised approach to specific behavioural needs of particular pupils.
- Recording and following up on behavioural incidents.

**The Principal:**

- Will ensure that the school ethos and leadership encourage positive behaviour.
- Will ensure that staff follow the policies in place to educate, reward and issue consequences consistently.
- Has overall responsibility for reviewing and approving the behaviour procedure.

**Governors:**

- The governing body is responsible for monitoring the behaviour procedure and its effectiveness across the school.
- The Chair of Governors will be involved in any high-level decisions.
- The Governors' Discipline Committee may be invoked at parental request.

**Pastoral Staff**

**Year Team: Head of Year (HoY), Assistant Head of Year (AHOY) and Pastoral Support Officer (PSO)**

This team works together to develop and lead a full tutor programme, making sure that each pupil is prepared for their day-to-day school life and life beyond Cambourne Village College. The HoY leads this team and is supported by a senior leader and the Deputy Principal (Behaviour and Attitudes) to ensure all members of our community follow the RESPECT values. The successes of the year group are celebrated and they will strive to ensure that any behaviour issues are carefully investigated and

communicated and that consequences are consistently applied. They will be highly visible around the school and each year team has an office space where students can visit should need support.

**Tutors:** Each pupil is assigned a tutor group and supported by their tutor who will register them each morning. The tutor should be the first point of contact for pupils and parents. Tutors will support pupils to understand the expectations in place and the reasons for these.

*\*Where a pupil has been assigned to a provision, the role of the tutor may be reassigned to the provision lead or designated staff member in the space.*

## C.3 Homeschool Agreement

### CAMBOURNE VILLAGE COLLEGE

#### **The School aims to:**

- Deliver quality teaching in an exciting and challenging environment whilst maintaining high expectations of your child at all times.
- Encourage all staff and pupils to follow our 'Respect Values'.
- Deliver a broad and balanced curriculum, including a wide range of extra-curricular opportunities.
- Safeguard and support pupils and contact parents/carers where necessary.
- Monitor and support pupil progress and provide reports and feedback to parent/carers.
- Keep parents/carers up to date about the school.

### PARENTS/CARERS

#### **I/we aim to:**

- Work in partnership with the school in supporting my/our child's learning.
- Agree to the School and Trust policies as outlined on our website.
- Encourage my/our child to follow the school's 'Respect Values' within and beyond the school.
- Support my/our child in meeting homework and coursework deadlines and monitor their learning and progress.
- Ensure my/our child's good attendance and punctuality and inform the school of any absence as per the Attendance procedure.
- Ensure my/our child wears the correct uniform and are properly equipped for learning.
- Communicate in a respectful and timely manner with the school.

### PUPILS

#### **I aim to:**

- Support the school and my parents/carers in following this agreement.
- Follow the school 'Respect Values' within school and in the wider community.
- Engage with all my learning opportunities both inside and beyond the classroom.
- Follow all school policies both within school and in the wider community.

All parties agree to sign this document electronically as part of the school enrolment process.

## C.4 Expectations

The school's 'Respect Values' are the foundations that uphold the positive and welcoming environment of Cambourne Village College.

Any pupil behaviour or action that does not support or goes directly against the 'Respect Values' will be expected to reflect on their behaviour and the appropriate consequence issued and served.

Tutor time, assemblies and PSHE will focus on the areas outlined in the 'Respect Values' to develop pupils' awareness and understanding of why we, as a school, believe these are good values to model and exemplify. This fits within the wider 'character education' of the pupil.

### **In lesson time, Respect is shown by:**

- Being on time to lesson.
- Being prepared and have equipment ready.
- Paying attention to the teacher.
- Following staff instructions straight away.
- Speaking calmly and kindly.
- Allowing others to speak.
- Listening to other people's ideas.
- Being sensitive to everyone's ideas and feelings.
- Completing work to the best of your ability.

(See Appendix 2 – In Classroom respectful behaviours).

### **When moving safely around school, this is exemplified when pupils:**

- Take outside routes where possible.
- Move quietly in corridors and on the stairs, using one-way systems as appropriate.
- Walk on the left, making no contact with other pupils.
- Wait patiently if areas are congested, keeping a distance from the pupil ahead.
- Line up outside rooms in single file.
- At breaktimes, stay in areas designated for their own year group.
- Eat in designated areas only.

## C.5 Rewards

Engaging with and upholding the 'Respect Values' is encouraged through the Rewards System. Staff will use both rewards and consequences to encourage and develop good behaviour, and positive engagement with school. The aim is always to encourage positively through appropriate rewards.

Staff have a range of positive rewards to encourage good behaviour. These include:

- Verbal encouragement
- Positive written feedback
- Logging of positive contributions and classwork on BromCom
- Postcards and letters home
- Further communication with parents

- Prizes/ nominations for recognition events
- Whole class rewards such as a popular activity
- Awarding of positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Attendance at Principal's Breakfast

## **C.6 Behaviour for Learning**

### **Classroom Management**

Staff are constantly learning and developing their practice. The school has a supportive programme to develop staff and looks both internally and externally to provide this training.

Staff are expected to uphold the expectations of the 'Respect Values' to create a positive learning environment in their teaching areas.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Plan lessons appropriately to support all learners.
- Deploy other adults in the room appropriately.
- Make active use of seating plans to manage the behaviour of individuals, rearranging as required.
- Make clear and exemplify whole school expectations and apply consistently within their classroom.
- Where possible, initiate a conversation with the pupil individually either prior to, or during the lesson to explore any issues and plan positive next steps.
- De-escalate and diffuse situations wherever possible, speaking to a pupil outside of the classroom when an issue arises.
- Communicate concerns to pupils, parents/ tutor and/ or other appropriate teams in a timely manner.
- Ask for support if they have concerns about pupil behaviour in an individual lesson.
- Liaise with the Year team on approaches to take with certain pupils.
- Log both positive and negative behaviours via BromCom.

**When pupil behaviour fails to meet expectations in class, the following steps are followed:**

Level	Behaviour	Outcome for Student
<b>Organisation</b>	<b>Lateness</b> to lesson Lack of <b>equipment</b> Missing/uncharged <b>iPad</b>	3+ lates to lesson in a week = BS lunch Lack of equipment & Missing/uncharged iPad logs: <ul style="list-style-type: none"> <li>• 2 separate days in a week = BS break</li> <li>• 3+ separate days in a week = BS lunch</li> </ul> Persistent organisational concerns to trigger <b>pastoral support</b>
<b>1<sup>st</sup> Formal Warning</b>	<b>Unhelpful impact</b> on the classroom environment, including <b>disrespect</b> .	<b>1<sup>st</sup> Warning</b> recorded on Bromcom (Teacher to log highest level only) Consequences for repeats: <ul style="list-style-type: none"> <li>• 3 in a week = <b>BS break</b></li> <li>• 4 in a week = <b>BS lunch</b></li> <li>• 5 in a week = <b>After-school Detention</b></li> </ul>
<b>2<sup>nd</sup> Formal Warning</b>	<b>Continued</b> class disruption or <b>further instance(s)</b> of disrespect	<b>2nd Warning</b> recorded on Bromcom (Teacher to log highest level only) <b>BS lunch</b>
<b>Department Removal</b>	<b>Repeated disruption</b> that has a continued and <b>significant impact</b> on the <b>learning of others</b>	<b>Department Removal</b> recorded on Bromcom (Teacher to log highest level only) <b>After-school Detention</b> <b>Restorative</b> conversation to take place.
<b>On-Call</b>	<b>Continued disruption</b> in new classroom or <b>Refusal</b> to go to removal space or <b>Abusive</b> or dangerous behaviour	Removed to the <b>ISR</b> <b>Removal to ISR</b> logged by <b>ISR staff only</b> Loss of next social time <b>Restorative</b> conversation to take place.
Context and professional judgement is always applied		

Repeated instances will result in behaviour interventions and parent/carer meetings

## C.6 Failure to Meet Expectations: Consequences

When pupils fail to meet expectations, an escalating scale of measures and consequences is employed to address and discourage inappropriate behaviour. The model has been designed to minimise the potential for the persistent disruption of learning by any individual. It makes clear that persistently impeding others' learning, harming others or causing disruption to our school community, can ultimately lead to a pupil leaving the school.



### Measures include:

- Restorative approaches
- Verbal warnings
- Low key conversations
- A moment outside the classroom
- A change of seat / seating plan / class
- Support from pastoral teams or departments
- Communication with parents via BromCom / email / telephone
- Detentions
- Reports
- Community Service
- Independent Study Room (ISR)
- Seclusion
- Temporary Suspension
- Respite placement at another school
- Pastoral Support Plan (PSP) in liaison with Local Authority
- Managed Move / Alternative Provision/Off-site direction
- Permanent Exclusion

The aim is always to use the consequence that is the most appropriate to address the behaviour in question. Wherever possible, a restorative approach will be applied. We will seek to discuss a situation with the individual(s) involved to discuss what happened, their perspective, our perspective and how things can move forward. During this time of reflection pupils can ask questions, discuss their views but this should be in a constructive manner. We hope that this helps develop different perspectives towards situations and educates individuals to understand the impact of their actions on all parties.

<b>Verbal conversation.</b>	The great majority of low-level misbehaviour can be dealt with by appropriate words to the pupil. We should always expect all pupils to do as required when asked or instructed. A failure by a pupil to respond appropriately would be a serious issue requiring further action.
<b>Communication with Parents.</b>	Verbal or written communication with parents can be an effective way to confirm acts of unacceptable pupil behaviour and indicate what is required to improve it. Securing parental support in dealing with unacceptable behaviour is usually important and effective. Logs on Bromcom can be seen by parents at home; this will provide an indication of the type of behaviour that has taken place in school.
<b>Detentions.</b>	All staff have the right to place a pupil in detention as a consequence for unacceptable behaviour. These might be a short detention at break (BS Break) or at lunchtime (BS Lunch). The most serious detention given is an after-school detention. It is supervised by a member of senior Pastoral or Leadership staff. If students fail to attend a detention, then this will be upscaled to a higher level. All this will be communicated via the school behaviour system BromCom, and although reminders may be given, it is the responsibility of the student to attend these consequences.
<b>Placement 'On Report'</b>	<p>A pupil may be placed on report in a single subject, or on a full, lesson-by-lesson report for a period of time to monitor behaviour, work effort or other specific issues. The member of staff supervising the report will always contact parents or carers at the beginning and end of the period on report. An unsatisfactory report can lead to a further consequence or escalation to a higher report.</p> <p>The question of whether a pupil 'passes' or 'fails' a Report level will be made according to the professional judgement of the supervising member of staff in consultation with their pastoral line-manager. The major contributory factor will be the number of times the pupil has met or failed to meet their report targets. The following reports are available for use, depending on the context:</p> <ul style="list-style-type: none"> <li>• Level 1 Report</li> <li>• Level 2 Report</li> <li>• Level 3 Report</li> <li>• Level 4 Report</li> <li>• Pastoral Support Plan (PSP) - This is the most serious level of report. It is used only in rare circumstances, for example where a pupil has failed to respond to other levels of intervention and a Managed Move to</li> </ul>



	another educational setting is being considered. A PSP is completed in conjunction with the Local Authority Education Inclusion Officer (EIO).
<b>Community Service.</b>	This might involve time spent assisting the site team and may be considered in cases where property or the environment has been damaged. It might likewise extend to restorative action in the community for out-of-school behaviours.
<b>Independent Study Room (ISR).</b>	This is time spent in silence, in the Independent Study Room (ISR). This will likely include time over break and lunchtime. Appropriate work will be set for the pupil and specified time allowed to eat and to use the toilet. This consequence may result from significant acts of misbehaviour as set out in appendix 3 and 4. The space may also be utilised for students that accumulate a significant number of consequences in a short space of time as well as for failure to attend an afterschool detention.
<b>Seclusion.</b>	This is time spent in complete isolation outside a senior member of staff's office. This is a consequence used to deal with very serious acts of misbehaviour and must be authorised by a senior member of staff. A period in seclusion is used as an alternative to suspension. Examples of the types of behaviour this includes can be found in appendix 3 and 4.
<b>Suspension(s).</b>	This is an extremely serious consequence used to deal with very serious acts of misbehaviour or defiance in which it is judged to be unsafe for the pupil to remain in school. It must be approved by the Principal or Deputy Principal. An official letter is sent home, usually signed by the Principal. All such suspensions must be reported both to the Local Authority and to the Governing Body. Following a suspension, the pupil must have a readmission meeting involving parents/ carers, and a member of the pastoral team. At this meeting, there will be a process of reflection, discussion and agreed targets, done in conjunction with the pupil, parent/carers and the school, in order to avoid a repeat of these behaviours. The pupil will likely be placed on a report, or escalated up the report scale, should they already be on report, following the readmittance meeting. Parents have the right of appeal against any such suspension. Pupils who accumulate a significant number of suspensions will be at risk of permanent exclusion. Further information on suspensions can be found in the DfE guidance: <a href="#">Suspension and permanent exclusion guidance</a> (August 2024)
<b>Respite Placement.</b>	This is a short-term placement, up to a period of two weeks, where a student will attend another mainstream provision between the hours of 10am and 2pm. They will complete work at this school in a space agreed by the host school. This will be arranged in conjunction with parents and carers to discuss details.
<b>Managed Move/Alternative Provision.</b>	Cambourne Village College is part of ESCIP – the East and South Cambridge Inclusion Partnership. The secondary schools belonging to this partnership have a shared arrangement through which a pupil who is not considered able to continue his or her education in the original school, is offered a place at another school with vacancies within the partnership, or with an alternative education provider. Such arrangements are always made in negotiation with the parents/carers of the pupil and can be overseen by the Local Authority Education Inclusion Officer. A Managed Move/Alternative Provision might be applied in the case of a one-off act of extremely serious misbehaviour either on site or in the community (such as violence or involving illegal drugs) and/or persistent, serious acts of misbehaviour that have already led to seclusions or suspensions.
<b>Permanent Exclusion.</b>	This is the final, most serious consequence. The hope and expectation are that it never has to be used. Permanent Exclusion might be applied in the case of a one-off act of extremely serious misbehaviour either on site or in the community, such as violence or involving illegal drugs, and/or persistent, serious acts of misbehaviour that have already led to seclusions or suspensions, and can be applied to persistent and disruptive behaviour issues where all other intentions have been exhausted. This list is not all-inclusive. Any decision to permanently exclude a pupil would be made by the Principal in discussion with the Chair of Governors and CEO of the Trust. The school would then follow all relevant national and local guidelines; parents have the right to appeal. Further information on permanent exclusions can be found in the DfE guidance: <a href="#">Suspension and permanent exclusion guidance</a> (August 2024).

### Investigation of Incidents

Behavioural incidents outside of the classroom are usually investigated by members of the pastoral team. When investigating incidents that were not directly witnessed by a member of staff or captured on CCTV, staff will take witness statements and weigh up all the available evidence. The same principle will be applied as for headteachers considering high level behavioural incidents: *'When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'* This means that the headteacher

*should accept that something happened if it is more likely that it happened than that it did not happen.'*  
[Suspension and Exclusion: DfE August 2024.](#)

When pupils are part of a group in which one or more members behave in an unacceptable way, all members of the group may be considered to be complicit in the unacceptable behaviour.

### **Referral to Police**

Whilst most unacceptable behaviour is dealt with internally, a Safeguarding Officer or a senior member of staff may report an incident to the Police for investigation when a crime may have been committed. If items are confiscated or evidence is collected as a result of an in-school investigation, these may be submitted to the Police. If a Police referral is made, the College will address in-school misbehaviour, with any necessary consequences being confirmed with the Police as part of the referral.

If an incident outside of school causes concern and potentially involves the Police, the College should be notified by the victim's family as soon as reasonably possible. The College will take appropriate in-school action to avoid any further incidences.

### **Behaviour management: Physical Restraint**

It is not expected that staff would be required to use reasonable force to maintain order within the College. In line with the DfE 'Use of Reasonable Force' guidance, staff must only use reasonable force to prevent pupils:

- Causing harm to themselves, others, or property
- Causing disorder

Physical restraint will only be used:

- As a last resort
- With the minimum amount of force, for the minimum amount of time
- In a way that maintains safety and dignity of all

Any issue that results in physical restraint being used will be fully written up, documented, and communicated home.

### **Behaviour management: Search and Confiscation**

Searching can play a vital role in ensuring that schools are safe environments for all pupils and staff. The justification for any search, as defined by the DfE, will be: *"to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item."* (Department for Education guidance on Searching, screening and confiscation)

A search will only be conducted:

- If staff have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- If the pupil agrees. If the pupil does not, a parent/ carer will be contacted.
- By designated staff who have been identified by the headteacher to undertake this task. Senior Leaders along with Designated Safeguarding Leads and pastoral staff are able to undertake the search. A search should take place by a staff member of the same sex as the pupil unless the situation means this is not possible. Best practice would be that two members of staff are present in the decision making and undertaking of such a task.
- The search will take place after the process has been fully explained to the pupil and they have been given time to ask any questions or explain what they have in their possession.
- Further information on searching and confiscation can be found in the DfE guidance: [Searching, Screening and Confiscation](#) (July 2022).

## C.7 Examples of some unacceptable behaviours and potential consequences

Type of behaviour	Potential Consequences
<b>Defiance</b> If a pupil is asked to do something by a member of staff the pupil should follow these instructions or ask politely for further clarification.	If a pupil does not follow the instructions given by a staff member, this will result in the pupil being issued a consequence in line with the level of defiance shown. This could range from a behaviour support detention to a suspension. The level of consequence in place will depend on the situation/context, impact on staff, impact on pupil safety, impact on pupil education and impact on the orderly running of the school.
<b>Behaviour towards staff on and off school premises</b> School staff have a right to be treated with appropriate respect by pupils both when at school and beyond the school premises. Disrespectful and offensive behaviour towards staff within and outside the school premises is viewed very seriously.	The school reserves the right to use the full range of behaviour consequences appropriate to the misbehaviour in such cases and may liaise with the Police.
<b>Behaviour in the Wider Community</b> Cambourne Village College enjoys excellent relationships with the wider community of Cambourne and beyond, and we seek always to build on this. The full rigour of this procedure applies to pupils on all school visits.	The school will take serious action in any case where a pupil's behaviour in the community might bring the school's name into disrepute. The school will take extremely seriously any reports of pupils behaving in an antisocial way at any time in the wider community, including fighting, and we will work pro-actively with the authorities, including the Police, to identify pupils where such behaviour is brought to our attention. Where such behaviour impacts on the orderly running of the school and/or impacts the safety and wellbeing of individuals in school, then the full range of behaviour consequences will be utilised.
<b>Lateness and Truancy</b> Lateness to school and to lessons is unacceptable, as this does not align with our 'Respect Values'. Lateness is always recorded, and a consequence issued as appropriate.	If a pupil is late to school, this is will likely lead to a break time detention (BS Break). However, persistent lateness will carry a higher level of consequence. Context and professional judgement will always be applied. For truancy, see appendix 4. Context is key relating to internal/external truancy as well as whether this is repeated behaviour. Further consequences could be applied in dependent upon circumstance. Persistent truancy will result in liaison with the Education Welfare Officer.
<b>Persistent disruption of learning</b>	This is unacceptable and does not align with our 'Respect Values'. A pupil who persistently disrupts the learning of others will receive the appropriate consequence and intervention. If no improvement is seen, the pupil is likely to be removed to the Independent Study Room to follow the lessons remotely. Ongoing disruption of learning will result in escalation through the report system.

<b>Issues with School Uniform</b>	The uniform procedure is outlined clearly on the school website: <a href="#">Uniform - Cambourne Village College</a> . Appendix 4, outlines the consequences for one off instances of uniform not being worn correctly as well as repeated uniform issues.
<b>Verbal abuse</b> Swearing and verbal abuse of others is unacceptable at Cambourne Village College. The precise way to deal with any such situation will depend upon context and circumstances.	<p><b>A pupil is heard swearing within general speech.</b>  The pupil is taken aside, and it is clarified that this is unacceptable. A restorative conversation will be required and assurance that the swearing will not be repeated is expected. Depending upon the context, a more serious consequence may be required.</p> <p><b>A pupil swears at a member of staff.</b>  This is considered a very serious offence. The pupil is taken out of the immediate context of the act. The usual consequence for this offence is a suspension, but this will depend upon the context.</p> <p><b>A pupil speaks disrespectfully to or about a member of staff.</b>  This is unacceptable. The level of consequence will depend upon the precise context and circumstance.</p> <p><b>A pupil speaks rudely or inappropriately to or about another child.</b>  This is unacceptable. A restorative conversation will be required. A more serious consequence may be required, depending upon the circumstances.</p>
<b>Physical Abuse</b> Any form of physical abuse towards other pupils or staff is totally unacceptable and considered to be a serious offence. Pupils are always encouraged to deal with differences of opinion in an appropriate, non-violent fashion.	<p><b>Physical abuse of another pupil</b>  The precise context and circumstances would be considered, but all levels of consequence, from isolation to permanent exclusion may apply.</p> <p><b>Physical abuse of a member of staff</b>  This is deemed to be extremely unlikely. Although the precise circumstances would be considered, permanent exclusion would be the expected consequence.</p>
<b>Bullying</b> Bullying in any form is unacceptable. The Cambourne 'Respect' values teach that respect for the community and peers is a central part of our expectations and therefore bullying is not tolerated. The school approach to bullying is set out in the <a href="#">Anti-Bullying Procedure</a> .	Where verbal and/or physical bullying occurs, the consequences would be in line with those described under verbal and physical abuse. Appropriate consequences would be used for any other forms of bullying. An escalating scale of consequence would be applied for repeated bullying behaviour, as outlined in the anti-bullying procedure and community behaviours, appendix 4.
<b>Sexual harassment or assault</b>	The school takes a very serious approach to unwanted sexualised behaviours that make a victim feel degraded, humiliated, or intimidated. This is set out in the Child-on-Child Abuse policy. The school will liaise with the Police and other agencies where appropriate.

<p><b>Antisocial Behaviour</b></p> <p>This is considered to be behaviour that goes against the school's 'Respect' values that may cause others to feel uncomfortable in a space or cause damage to property.</p>	<p><b>Stealing</b></p> <p>All stealing, whether of school or personal property, is unacceptable and seen as a very serious offence. The usual consequence for this offence is time in the ISR. The level of the consequence may vary according to a judgement about the severity of each individual case. The school will liaise with the police where appropriate.</p> <p><b>Carrying an offensive weapon</b></p> <p>No offensive weapon (or potentially dangerous item such as a lighter or matches) may be brought onto school premises. A weapon is deemed to be any kind of blade, including any type of penknife, or any item designed or adapted to cause harm. If a pupil does bring a weapon onto the premises, it will be confiscated and not returned. Any pupil who brings a weapon into school will be dealt with immediately and parents contacted. The consequence will depend upon the weapon, but suspension and permanent exclusion will be the likely outcome. The police may be involved.</p> <p><b>Spitting</b></p> <p>Spitting is not permitted anywhere on school premises or by any pupil in school uniform at any time. A pupil found to be spitting will be issued the appropriate consequence. The precise nature of the consequence given will depend on the circumstance and context.</p> <p><b>Inappropriate use of Information Technology</b></p> <p>All pupils are made familiar with The Cam Academy Trust <a href="#">IT and Online Safety Policy</a> a copy of which is on the <a href="#">Trust Website</a>. Any pupil using IT inappropriately is likely to be restricted from using school IT facilities for a period of time.</p> <p><b>Filming / recording of other pupils or staff</b></p> <p>The Acceptable Use of IT procedure makes clear that pupils should not be taking photos of or filming other pupils except when using an iPad as part of an approved lesson activity. Pupils who share recorded material in contradiction of this rule will be issued a serious consequence, as will any unauthorised filming or recording of staff, at any time.</p> <p><b>Misuse of Personal Mobile Devices e.g., mobile phones</b></p> <p>Pupils are recommended not to bring these into school. All Personal Mobile Devices should be switched off and put into the pupil's bag on entering the school site. If the device is seen or heard, the device will be confiscated and sent to the Year Team office for collection at the end of the day. Persistent offenders will receive an appropriate consequence and/ or a parent/ carer will need to come into school to collect the device at the end of the day. Further information on mobile phone usage in school, please see DFE guidance: <a href="#">Mobile phones in schools - GOV.UK</a></p>
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<p><b>Abuse of the Environment</b></p> <p>Proper care of and respect for the school and community environment is expected from every pupil. It is a key feature of our 'Respect' values.</p>	<p><b>Litter</b></p> <p>Cambourne Village College aims to be free of litter. The ample provision of litter bins means that there is no reasonable excuse for dropping litter. Any pupil seen dropping litter will immediately be asked to pick up the item and usually, any other litter in the area. An appropriate consequence will be issued, including community service and litter picks.</p> <p><b>Graffiti</b></p> <p>Any form of graffiti is entirely unacceptable. Any graffiti discovered will be removed by the site team unless the instigator is immediately apprehended. If they are caught, they will do the cleaning. The person responsible for the graffiti will receive a consequence ranging from detention to seclusion, depending upon the nature of the graffiti. The cost of repairing any permanent damage will be charged to the pupil / parent. It is likely that some 'community service' in the form of helping the site team after school will be required.</p> <p><b>Chewing gum</b></p> <p>Chewing gum is prohibited on the school site because of the damage that discarded gum does to floors, surfaces, and furniture. To maintain the site in a good condition and to promote 'respect' of the environment, any pupil found to be chewing gum or bringing it into school will be issued with a C1 community point. Repeated behaviour will incur a higher level of consequence and likely community service.</p> <p><b>Vandalism</b></p> <p>Any vandalism is entirely unacceptable. Any pupil found to be responsible for vandalism will be charged for the repair or replacement of the item vandalised. The consequence received will range from detention through to seclusion or suspension, depending upon the nature of the vandalism. It is likely that some 'community service' in the form of helping the site team after school will be required.</p>
<p><b>Abuse of drugs</b></p>	<p><b>Vaping and Use of Tobacco</b></p> <p>The 'no smoking' rule across the school site applies to vapes as it does to tobacco products. Within this section e-cigarettes or vapourisers are treated in the same way as tobacco. Vapes containing nicotine are potentially harmful to health in the same way as tobacco products, and guidance recommends that young people do not vape at all, since the health implications of non-nicotine vapes are not yet fully understood. It is often not possible to establish whether a vape brought into school contains nicotine. Vaping is therefore discouraged in the same way as smoking tobacco at school and is subject to the same consequences. This subject is explored in PSHE lessons.</p> <p>The school takes a clear stand regarding using vapes and tobacco. The whole school site is designated as a 'no-smoking' area. This applies to both adults and children. The issue of smoking and its deleterious effects on health are dealt with clearly in the school's PSHE programme. The school aims to promote a healthy lifestyle:</p>

	<p>this includes not smoking. It is prohibited for pupils to bring vapes or any smoking materials – cigarettes /tobacco/papers/ lighters/matches onto school premises. If they are found, they are confiscated and disposed of. Any pupil caught vaping or smoking on school premises will receive a consequence. The consequence will escalate depending upon how many previous times the offence has been committed. Any pupil clearly associating with those vaping/smoking is likely to receive the same consequence as if vaping/smoking him/herself. Vaping/smoking on school premises will immediately lead to the consequence of ISR or beyond. The same consequences will be used for any students vaping/smoking or associating with those doing so on the way to or from school, or in school uniform at any time. Students that are believed to be persistently using or in possession of a vape will be suspended and parent/carers contacted. The consequences for possession of vapes and / or tobacco products is outlined in appendix 4.</p> <p><b>Alcohol</b></p> <p>The appropriate use of alcohol is covered within the school’s PSHE programme. Pupils may not bring alcohol onto the school’s premises. If it is found it will be confiscated and disposed of. If a pupil is suspected of being under the influence of alcohol, parents will be contacted immediately and be expected to collect the pupil from school as soon as possible. The usual outcome will be a suspension from school. If a pupil is believed to have consumed alcohol on the school premises, then the usual consequence will be suspension or even permanent exclusion.</p> <p><b>Illegal drugs</b></p> <p>We will not condone involvement with unauthorised drugs. It should be noted that any pupil is highly likely to leave the mainstream school who is found to be:</p> <ul style="list-style-type: none"> <li>• Under the influence of drugs</li> <li>• In possession of illegal drugs</li> <li>• Partaking of illegal drugs</li> <li>• Selling illegal drugs on the school premises</li> </ul> <p>By making our position very clear on this, we believe that everyone should know exactly how things stand on this issue. Appropriate referrals will be made to the Police and Children’s Social Care as required.</p>
<p><b>Refusal to disperse</b></p>	<p>Pupils who gather in unauthorised groups, either on the school site or in the community, present a threat to the orderly running of the school and to its reputation. Pupils are expected to disperse immediately and not to re-gather in groups if instructed to do so by staff. Refusal to follow these instructions will incur a high-level of consequence. Staff may film such gatherings, uploading the footage immediately to the school system and removing it from their personal device, in order to gather evidence of those involved.</p>



## Appendix 1: Cambourne Respect Values

**CAMBOURNE  
VILLAGE COLLEGE**

**VALUES**

**RESPECT:  
YOURSELF**

- Your health & wellbeing
- Your learning & aspirations
- Your uniform & presentation
- Your attendance & punctuality

**RESPECT:  
COMMUNITY**

- All staff
- Your peers
- Our local community

**RESPECT:  
ENVIRONMENT**

- Everyone's safety
- Our school facilities
- Our global environment



THE  
CAM  
ACADEMY TRUST

EXCELLENCE | COMPREHENSIVE | BROAD EDUCATION | COMMUNITY | PARTNERSHIP | INTERNATIONAL

## Appendix 2: In Classroom Respectful Behaviours



YOURSELF  
COMMUNITY  
ENVIRONMENT



### IN LESSON

“ *Respectful behaviour in a classroom contributes to an environment that is helpful to everyone* ”



#### Respect is shown by:

- Being on **time**
- Being **prepared** and having **equipment** out ready
- Paying **attention** to the teacher
- Following staff **instructions** straight away
- Speaking **calmly** and **kindly** and allowing others to speak
- **Listening** to other people's ideas
- Being **sensitive** to everyone's ideas and **feelings**

#### Excellence in lessons can be recognised by:

- Recording excellent **effort** on Bromcom
- Recording excellent **contributions** on Bromcom
- Recording excellent **homework** on Bromcom
- Recording **kindness/independence/curiosity** on Bromcom
- Sending praise **postcards** on Bromcom
- **Commendations, awards** and other **recognition events**

## Appendix 3: In Classroom Behaviour(s) and Consequences




 		
IN THE CLASSROOM		
Teachers may use a range of strategies alongside this process, including: <ul style="list-style-type: none"> <li>• Low-key conversations</li> <li>• A moment outside the classroom</li> <li>• Support from Head of Department</li> <li>• Change of seat / seating plan</li> <li>• Conversation with home</li> <li>• Support from Pastoral Teams</li> </ul>		
Level	Behaviour	Outcome for Student
Organisation	Lateness to lesson Lack of equipment Missing/uncharged iPad	3+ lates to lesson in a week = BS lunch Lack of equipment & Missing/uncharged iPad logs: <ul style="list-style-type: none"> <li>• 2 separate days in a week = BS break</li> <li>• 3+ separate days in a week = BS lunch</li> </ul> Persistent organisational concerns to trigger pastoral support
1 <sup>st</sup> Formal Warning	Unhelpful impact on the classroom environment, including disrespect.	1 <sup>st</sup> Warning recorded on Bromcom (Teacher to log highest level only) Consequences for repeats: <ul style="list-style-type: none"> <li>• 3 in a week = BS break</li> <li>• 4 in a week = BS lunch</li> <li>• 5 in a week = After-school Detention</li> </ul>
2 <sup>nd</sup> Formal Warning	Continued class disruption or further instance(s) of disrespect	2 <sup>nd</sup> Warning recorded on Bromcom (Teacher to log highest level only) BS lunch
Department Removal	Repeated disruption that has a continued and significant impact on the learning of others	Department Removal recorded on Bromcom (Teacher to log highest level only) After-school Detention Restorative conversation to take place.
On-Call	Continued disruption in new classroom or Refusal to go to removal space or Abusive or dangerous behaviour	Removed to the ISR Removal to ISR logged by ISR staff only Loss of next social time Restorative conversation to take place.
Context and professional judgement is always applied		

Repeated instances will result in behaviour interventions and parent/carer meetings

RESPECT



## Appendix 4: In Community Behaviour(s) and Consequences

		
IN MY COMMUNITY		
Level	Behaviour	Intervention & Outcome
C1	<ul style="list-style-type: none"> <li>General lack of respect</li> <li>Late to school</li> <li>Uniform worn incorrectly - twice in a week</li> <li>Chewing gum*</li> </ul>	<p><b>BS BREAK</b> for each instance - completed at break time.</p> <p>Not attending this detention will automatically upscale to the next level.</p> <p>Recorded and shared via Bromcom.</p> <p>Conversation with PSC regarding lateness upon arrival.</p> <p>Persistent lateness to school = punctuality report issued.</p> <p>*1<sup>st</sup> = tutor conversation, 2<sup>nd</sup> BS break, 3<sup>rd</sup> BS lunch, &gt;3 community service (resets each term)</p>
C2	<ul style="list-style-type: none"> <li>Defiance / Rudeness / Refusal to follow staff instructions</li> <li>Disrespect of the environment (e.g. littering, spitting)</li> <li>Inappropriate language / behaviour</li> <li>Misuse of personal device</li> <li>Out of bounds</li> <li>Uniform worn incorrectly (three in a week)</li> </ul>	<p><b>BS LUNCH</b> for each instance - completed at lunch time.</p> <p>Not attending this detention will automatically upscale to the next level.</p> <p>Recorded and shared via Bromcom.</p> <p>Mobile phone/earphones to be confiscated, if seen being used.</p> <p>Persistent incorrect uniform = uniform report issued and phone call / meeting with parents and student.</p>
C3	<ul style="list-style-type: none"> <li>Internal truancy (5+ minutes late to lesson)</li> <li>Multiple Level 2s (in a half-term period)</li> <li>Serious defiance/rudeness</li> </ul>	<p><b>After-school Detention</b> for each instance.</p> <p>Not attending this detention will automatically upscale to the next level.</p> <p>Recorded and shared via Bromcom.</p> <p>Communication home (e.g. text / email / call).</p> <p>Restorative conversation with appropriate member of staff.</p>
C4	<ul style="list-style-type: none"> <li>Bringing the school's name into disrepute</li> <li>Disrespectful or derogatory language/behaviour (<b>PRIs should be logged on MyConcern only</b>)</li> <li>External truancy</li> <li>Persistent poor behaviour</li> <li>Possession, or use of, prohibited item (including vapes)</li> <li>Reckless conduct and behaviour (fighting, intimidation, compromising safety of others)</li> <li>Serious disrespect of the environment (e.g. theft, vandalism, graffiti)</li> </ul>	<p><b>Isolation</b>, loss of Social Time, possible <b>Seclusion</b></p> <p>Meeting with parents / carers for persistent incidents</p> <p>Not completing this effectively will automatically upscale to the next level.</p> <p>Recorded and shared via Bromcom.</p> <p>Targeted support for persistent issues, where appropriate.</p> <p>Communication home (e.g. text / email / call).</p> <p>Relevant Reboot booklets to be issued / completed.</p>
C5	<ul style="list-style-type: none"> <li>Abuse to students and/or staff</li> <li>Child on child abuse (including bullying)</li> <li>Persistent breach of school rules</li> <li>Persistent serious disrespect of the environment (e.g. theft, vandalism, graffiti)</li> <li>Persistent possession of prohibited items (including vapes)</li> <li>Possession / Use of dangerous item or illegal substance</li> <li>Physical / verbal / sexual assault</li> <li>Serious misuse of technology</li> </ul>	<p><b>Suspension</b> from school (including a risk of <b>Permanent Exclusion</b>).</p> <p>Recorded and shared on Bromcom.</p> <p>Parents/carers will be contacted and a readmittance meeting will take place.</p> <p>External agencies may be contacted.</p> <p>Student to return on report to appropriate member of staff.</p> <p>Relevant Reboot booklets to be issued / completed upon return.</p>
Context and professional judgement is always applied		
		
EXCELLENCE   COMPREHENSIVE   BROAD EDUCATION   COMMUNITY   PARTNERSHIP   INTERNATIONAL		