



Behaviour and Culture Policy Holsworthy Community College 2026-2027

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Links to external frameworks and guidance from the DFE

1. Our Purpose

Working together to provide the highest quality of education for all local children, in order to ensure young people from all backgrounds are able to succeed.

Our mission

Using our individual and collective strengths to improve our schools, provide an excellent experience for everyone we serve and to have a positive impact on our local communities and wider influence and reach.

Structures encouraging behaviour and discipline	Creation of an environment with good behaviour; Holsworthy Community College has clear rewards and consequences in place. In addition, Holsworthy Community College trains staff rigorously to ensure that they are able to effectively manage behaviour inside and outside of classrooms. This is through an induction programme and weekly CPD for all staff, regardless of level, as well as frequent monitoring by the senior leadership team.
Promotion of self-esteem	Holsworthy Community College encourages students to value and respect themselves and others.
Provision of a safe environment	Holsworthy Community College will ensure that there are always sufficient numbers of staff to ensure that students are physically safe and free from harm. In addition, the school will ensure that all students are taught about personal safety and incidences of violence, bullying or harassment are dealt with swiftly and consistently.
Early intervention	Holsworthy Community College will try wherever possible to be proactive rather than reactive in all situations.
Building relationships with families	Holsworthy Community College will seek to build meaningful and fruitful relationships with parents and will involve them actively in writing, reviewing and implementing all behaviour policies. Instances of poor behaviour will result in meetings with parents in order to prevent repeat occurrences.
Encouraging responsibility	Holsworthy Community College will actively teach and encourage students to take responsibility for their actions.



Ensuring teaching points are made	Holsworthy Community College will ensure that behaviour incidents are teaching points that are learned from by all.
Teaching students explicitly how to behave	Students will be taught explicitly how to behave according to the behaviour policy through frequent modeling of routines.

2. Leadership and Management

Within the College there are a number of roles and responsibilities relating to the establishment and implementation of the behaviour policy.

Local Stakeholder Board (LSB)	Behaviour – roles and responsibilities The LSB will establish, in consultation with the principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. LSB members will support the College in maintaining high standards of behaviour.
Principal	The principal will be responsible for the implementation and day-to-day management of the policy and procedures.
Deputy Principal, Director of Culture, Designated Safeguarding Lead and SENDCO.	The Senior Leadership Team will monitor the implementation of the behaviour policy, train staff in the implementation of the behaviour policy, work with students to model outstanding behaviour and analyse behaviour data for trends that may prevent repeat occurrences of poor behaviour.
House Leader	The House Leader is responsible for setting and ensuring high standards of behaviour and for leading a positive culture of learning and inclusion which enables every young person to have a strong sense of belonging and care. They ensure high standards of tutoring and supportive academic mentoring. They are also responsible for ensuring clear connections between curriculum outcomes and inclusion so that there is a holistic understanding of a young person's experience and how they are best enabled to be successful.



Staff	Staff, including teachers, support staff and teachers in training, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied both inside and outside of the College. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.
Families	Parents and carers will take responsibility for the behaviour of their child both inside and outside the College. They will be encouraged to work in partnership with the College in maintaining high standards of behaviour and will have the opportunity to raise with the College any issues arising from the operation of the policy.
Students	Students will be expected to take responsibility for their own behaviour and will be made fully aware of the College policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

In addition, the Trustees, Local Stakeholder Board, Executive Leadership Team and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with our equalities policy. They will also ensure that the concerns of students are listened to and appropriately addressed.

3. School Systems at HCC

3.1 Our local expectations – Home/School/Student social contract.

At Holsworthy Community College, we are committed to fostering a collaborative and supportive environment where our ethos of Educate, Enrich, Empower applies to all students, staff, and families. This home/school agreement is founded on our shared values and a mutual commitment to a social contract that ensures every member of our school community thrives. We pledge to embrace diversity, promote inclusivity, strive for academic progress and through personal growth, prioritise the physical and emotional wellbeing of our students and staff.



Through maintaining transparent and constructive communication between home and school, and actively involving families in the educational journey, we affirm our dedication to these principles and our shared responsibility in nurturing a positive and enriching educational experience for all.

4. Procedures

The Principal will develop the procedures from this policy, which will be included in staff handbooks and playbooks. Procedures and practices will cover the following:

- Rewards and sanctions.
- Three-tier behaviour recovery system.
- Detention.
- Celebrating success and achievement.

The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which will be made explicit to staff, students and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the College equally. Each member of the College community is responsible for the whole community where we live and work.

4.1 Rewards and sanctions

Celebrating Positive Behaviour

To ensure that you are informed and involved in your child's educational journey, we are utilising ClassCharts. This innovative platform allows us to share real-time updates with you about your child's positive learning behaviours and community contributions. Our aim is to motivate students to take responsibility for their own learning and to celebrate their achievements in these key areas. When your child displays these habits, staff will award positive behaviour points.

Fostering Responsible Learning Habits

A significant focus of our behaviour system is on developing responsible learning habits. By emphasising effort, engagement, attainment, and homework, we are guiding students to become proactive and dedicated learners. This deliberate focus helps students understand the importance of these habits and encourages them to take ownership of their educational experience.

Nurturing the Whole Child – Out of Classroom Behaviour



In addition to academic success, we are committed to developing the whole child. We continue to praise and recognise acts of kindness and positive behaviour within our community. By highlighting these values, we aim to cultivate a caring and respectful environment where every student can grow both academically and socially.

4.2 Three-Tier Behaviour Recovery System

We uphold the learning environment of each classroom in the highest regards. Disruption to learning, disrupting other students' learning environment, or behaviours that inhibit students learning will not be tolerated.

In order to maintain a productive learning environment, we use a behaviour recovery model of three stages.

- i) Remind
- ii) Review (R1)
- iii) Remove (R2)

At each stage the student has the opportunity to recover their behaviour in order to continue with their learning and/or not to disrupt the learning of others.

- i) Review – At the review stage the teacher/staff member will remind the students of the behaviour expectations. At this stage no negative points are awarded through ClassCharts.
- ii) Review (R1) – If behaviour persists, then the teacher/staff member will review their behaviour and make a note of this through the ClassCharts system (R1). The staff member may issue a detention at their discretion. The student will receive a final warning that continued poor behaviour will result in them being removed from the classroom.
- iii) Remove (R2) – If the student does not adhere to the corrections pointed out by staff and/or disrupts the learning then the student will be asked to leave the classroom and attend the triage room, then RESET room for the remainder of the lesson. A lunchtime detention will be automatically set for that day. (if period 5, then for the next day).

Two removals (R2's) in one day, will be an upscale resulting in the student spending the rest of the day in RESET.

Triage and the RESET room: On being removed from a lesson students must go directly to the triage room. Here staff will greet the students and they will have an opportunity to reflect on their behaviour and an opportunity to share their voice through a reflective written piece.

Once the triage staff are confident the student is ready to enter the RESET room, they will be directed to attend RESET for the rest of that lesson.



The RESET room is a silent working space where students are expected to work and continue their learning. A member of supervision staff will direct work to the student and where possible, links will be made to their subject area, and/or an appropriate learning task set by the supervising staff.

If poor behaviour persists in the RESET room, then the student will be referred to a senior member of the school, where an appropriate decision is made on the next steps. This could include suspension or exclusion.

All removals will be recorded and reviewed regularly to identify patterns, disproportionality and support needs.

4.2 After school detentions:

According to official GOV.UK behaviour guidance, schools do not legally have to give parents 24 hours' notice (or any notice) before keeping a pupil for an after-school detention. However, the school will contact families to ensure that the pupil can get home safely after the detention finishes.

Staff will consider the child's travel arrangements, vulnerability, and any specific family or religious commitments. Any decision to use detention will be clearly documented in the school's published behavior policy and be reasonable and proportionate to the rule broken.

4.3 Student Transition & Support

Following a sanction, we consider how to help all students to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate:
- A phone call with parents.
- Inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school.
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate. These interventions are often part of a wider approach that involves the wellbeing and mental health of the student.

4.4 Celebrating Success and Achievement

Holsworthy Community College will celebrate success both inside and outside the



classroom. Each half term a celebration assembly will be held to congratulate and recognise the success of students through their attendance, positive achievement points and contribution to the school community.

Through a programme of enrichment activities, academic competitions and experiences, further successes will be celebrated throughout the year.

5 Staff induction, development and support

At Holsworthy Community College, we invest in our staff to ensure they are knowledgeable, confident and practiced to uphold and deliver our behaviour policy. Continuing professional development (CPD) is a regular and continuous part of our work, collectively and individually, to maintain the College standards, culture and ethos. When developing staff, we ensure that updates in procedure are communicated to staff and CPD time is used to develop our behaviour policy in its content and delivery.

Each year staff will update their knowledge and learning to safeguard young people, together with promoting wellbeing in a school setting. All staff, including those who do not work directly with pupils, will read Part One of KCSIE 2026 annually and as part of induction.

Where behaviour, safeguarding or wellbeing concerns involve gender-questioning pupils, staff will act in accordance with KCSIE 2026 and the school safeguarding policy.

Where new staff are welcomed into the College and/or are early careers teachers (ECT), then additional time and training will be part of their teacher standards.

For leaders within the College, additional training and CPD will be offered to ensure they are equipped to support staff in their support of all students. Where specialist CPD is required, the specific staff will undertake the necessary training.



5.1 Use of reasonable force

The College is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavor to resolve situations without force and to manage any difficult situation calmly.

The College follows the guidance below from the DfE: 'Use of reasonable force. Advice for Principals, staff and governing bodies'. July 2013 and the updates required from April 2026.

[Use of reasonable force in schools - GOV.UK](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.



5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in emergency situations. This power applies to any member of staff at the school. It can also apply to people whom the Principal nominated to be responsible for students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
 - Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.
- Mandatory recording and reporting: Schools must legally record and report every significant incident where reasonable force is used to the parents of the pupils involved.
- Emphasis on prevention and de-escalation: The guidance encourages schools to focus on preventative measures and strategies like de-escalation to reduce the need for restrictive interventions.
- Clarified guidance on when force is appropriate: The guidance clarifies that reasonable force should only be used as a last resort to prevent harm, stop a criminal offense, or maintain discipline in exceptional circumstances.
- Support for staff: Specific support is provided for staff working with pupils who have special educational needs or disabilities (SEND) to ensure force is used appropriately and sensitively.



5.2 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 College will sanction the student in accordance with this policy.

Where a student 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 College will discipline the student 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, where relevant) will consider whether the student 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 College will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.



6 Suspensions and Permanent Exclusions

We will endeavour to avoid suspensions wherever possible. A decision to suspend a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or referral to RESET to be appropriate. Only the Principal can exclude, and in their absence this power falls to the Vice Principal.

All decisions to suspend or permanently exclude will be lawful, reasonable, fair and proportionate. Decisions will be made using the civil standard of proof, namely the balance of probabilities.

The views of the pupil will be sought and considered, taking account of their age and understanding, before a decision is made unless there is a safeguarding reason why this would not be appropriate.

Where a pupil has a social worker, Child in Need Plan, Child Protection Plan, is looked after, previously looked after or has an Education, Health and Care Plan, relevant professionals will be informed and involved as early as possible.

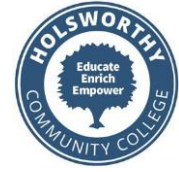
A letter is sent home to parents outlining the reason for the suspension and the duration. This is then attached to the students' profile on Arbor. A re-engagement meeting is organised for when the student is due to return to school and at this meeting the reason for the suspension is discussed, targets are set and support from the College is agreed. These meeting notes are then attached to the students' profile on Arbor.

6.1 Reintegration Following Suspension

Following any suspension, the College will hold a reintegration meeting wherever possible. The purpose of this meeting is to support a successful return to school, restore relationships and identify any support required.

A reintegration strategy may include targeted pastoral intervention, mentoring, report cards, parental meetings, curriculum support and engagement with external agencies.

A pupil will never be prevented from returning to school because a parent is unable or unwilling to attend a reintegration meeting.



6.2 Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

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

For any permanent exclusion, principals should take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) should also be considered.

The school follows the latest DfE guidance regarding exclusions from schools for suspensions and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Only the Principal, or acting Principal in their absence has the authority to suspend or exclude. Prior to any decision being taken on a permanent exclusion, an interview must be conducted between the student and Principal (Vice Principal in Principal's absence) to enable the student to make their case. This is then documented.

If a decision to permanently exclude a student is made by the Principal, the Governing Body (LSB) will be required to follow the latest DfE guidance, as above, and set up a disciplinary hearing to review the Principal's decision.

The Governors' panel will comprise three members of the governing body. They should have had sufficient training to be able to effectively challenge the Principal's decision and ensure all necessary evidence is considered appropriate. One member of the panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the panel's decision and signing and dating the hearing minutes as accurate.



The following people should be invited to attend, and every effort made by the school to enable them to attend:

- parents/carers (the student may also attend)
- a Local Authority representative (typically an Inclusion Officer)
- the Principal and other relevant representatives from the school.

Holsworthy Community College will also provide a body of evidence containing the following reports/statements to all parties before the disciplinary panel hearing. This may include the following:

- A log of behaviour incidents and associated sanctions.
- The letter from the Principal to parent/s confirming exclusion and stating the reason/s for exclusion.
- Details of any previous suspensions/exclusions.
- Previous correspondence between school, parents and other agencies (if involved).
- Staff and any other witness statements regarding the incident/s which led to the permanent exclusion. (The College will anonymise or summarise student statements to protect the identity of those providing statements).
- Reports of counselling/support undertaken.

6.3 SEND and Equality Duties

Before making a decision to suspend or permanently exclude a pupil with SEND or an EHCP, leaders will consider reasonable adjustments, Equality Act duties, current support arrangements and whether an early annual review of the EHCP should be requested.

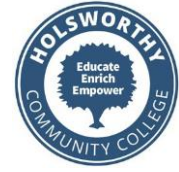
The College will ensure that no pupil is suspended or permanently excluded because of unmet special educational needs or a disability.

6.4 Off-Rolling and Informal Exclusions

Unlawful Exclusions: The College will never use informal or unofficial exclusions.

Pupils will not be sent home to 'cool off', asked to remain at home, placed on reduced timetables for disciplinary reasons, or encouraged to move school as an alternative to following statutory exclusion procedures.

The College will not pressure parents to electively home educate their child in order to avoid a suspension, permanent exclusion or managed move process.



Managed Moves / Offsite directions

A managed move may be considered as an alternative to permanent exclusion where it is in the best interests of the pupil. All managed moves will be voluntary and agreed by parents, the pupil where appropriate, and the receiving school.

Managed moves will not be used as a coercive alternative to exclusion and pupils will not be permanently excluded because parents refuse a managed move.

7 Child-on-child abuse

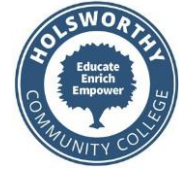
The College recognises that child-on-child abuse can occur both inside and outside school, including online. All incidents will be treated seriously, recorded appropriately and victims will be supported regardless of whether the alleged behaviour occurs on or off the school site. This includes misuse of artificial intelligence, deepfake imagery, nudification applications and other AI-generated content.

Where separation of pupils is required for safeguarding purposes, the College may temporarily require a pupil not to attend school premises while safeguarding arrangements are implemented. This is not a suspension and will be managed in accordance with statutory safeguarding and exclusions guidance.

7.1 Bullying

Every student has the right to attend a college free from bullying. We will explicitly deliver an anti-bullying strategy and will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with in a timely manner by the member of staff who has been approached, passing it to a more senior member of staff where appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident(s) and will then decide about the best course of action.
- The classroom teacher/tutor or house leader will be kept informed and if the incident is repeated or persistent then he/she will advise the appropriate senior members of staff.
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with students where appropriate.
- Sanctions and restorative measures will be used as appropriate and in



consultation will all parties concerned.

- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

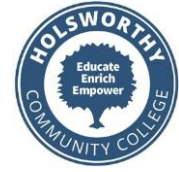
Please see the Anti-Bullying Policy for more details.

7.2 Sexual Harassment and Sexual Violence

The College recognises that safeguarding incidents and behaviours can be associated with factors outside school, including online activity, social media, exploitation, harmful influences, misogyny, extreme views and harmful peer group dynamics. Staff will maintain an attitude of "it could happen here" and respond proportionately to all concerns in accordance with KCSIE 2026.

Where allegations involve sexual violence, sexual harassment, sharing of nude or semi-nude images, online sexual abuse, coercive behaviour, or child-on-child abuse, staff will work closely with the Designated Safeguarding Lead and external agencies where appropriate. Risk assessments will be completed and reviewed to ensure the ongoing safety of all pupils. Every child has the right to come to school and feel safe and secure with their fellow peers and staff members. At Holsworthy Community College, we are committed to the safeguarding of all our students and take any allegation of sexual harassment and sexual violence seriously.

- We make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- We do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- We challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and we understand that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.
- We know that children with special educational needs and disabilities (SEND) are three times more likely to be abused than their peers and that additional barriers can sometimes exist when recognising abuse in SEND children. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENDCO or the named person with oversight for SEN.
- Children who are lesbian, gay, bi, or trans (LGBT+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.
- We are aware that staff can be victims of sexual violence and sexual harassment



and we will always act against this.

If sexual harassment or violence is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff and the DSL. The staff dealing with the incident will themselves conduct interviews and gather evidence about the incident and will then decide about the best course of action; whilst making sure that this is handled in a very sensitive and confidential manner.

- Parents will be kept informed of incidents and outcomes and will be involved in conversations with students where appropriate.
- Sanctions and restorative measures will be used as appropriate and in consultation with all parties concerned.
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

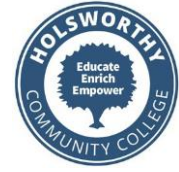
We will manage each incident on a case-by-case basis but we are committed to taking action and issuing consequences for incidences of child-on-child abuse including the behaviours below:

- Unwanted touching.
- Feeling pressured to do sexual things they did not want to.
- Sexual assault of any kind.
- Unwanted or inappropriate sexual comments.
- Rumours about sexual activity.
- Sexist name-calling.
- Being sent sexual pictures or videos they did not want to see.
- Being put under pressure to provide sexual images of themselves.
- Having pictures or videos that they sent being shared more widely without their knowledge or consent.
- Being photographed or videoed without their knowledge or consent.
- Having pictures or videos that they don't know about being circulated.

Where incidents are considered of a criminal nature, we will seek guidance and support from our school's police officer to ensure the case is managed appropriately.

- Please see the Anti-child-on-child Abuse and Bullying Policy and the Safeguarding policy for more information on child-on-child abuse, sexual harassment and sexual violence.

8 Regulating student conduct and misbehaviour outside the



school premises

Holsworthy Community College aims to prepare students for a life beyond education. The College therefore reserves the right to apply all aspects of this policy to students recognisable as Holsworthy Community College students (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DfE Guidance 'behaviour in schools. Advice for Principals and school staff' February 2024. (See appendices)

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

Holsworthy Community College may discipline a student for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether the conditions above apply, that:

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

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

- Good behaviour on transport to and from the College, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from the College.
- Positive behaviour which does not threaten the health and safety of our students, staff or members of the public.
- Reassurance to members of the public about school care and control over students in order to protect the reputation of the College.
- Protection for individual staff and students from harmful conduct by students of the College when not on site.

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

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



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

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

9 Banned items

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Searches which reveal safeguarding concerns will immediately be referred to the Designated Safeguarding Lead and recorded on the school's safeguarding systems.

Before screening or conducting a search of a student, it is vital that we recognise and consider our obligations under the European Convention on Human Rights. Under article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means that students have the right to expect a reasonable level of personal privacy. The right under article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with article 8. This advice will assist us in deciding how to exercise our searching powers in a lawful way.

When exercising our powers, schools must consider the age and needs of students being



searched or screened. This includes the individual needs or learning difficulties of students with special educational needs (SEN) and making reasonable adjustments that may be required where a student has a disability.

Principals and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item (listed below but not exhaustive) or any other item that the school rules identify as an item which may cause harm, disruption to learning, damage or disruption to the running of the school, offense and upset to others.

The list of prohibited items is:

- Knives and weapons.
- Alcohol.
- Illegal drugs and drug paraphernalia.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or
- any article that the member of staff reasonably suspects has been or is likely to be used to cause personal injury to, or damage to property of; any person (including the student).
- Vapes, tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

The Principal oversees the College's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the Designated Safeguarding Lead (or deputy). The Designated Safeguarding Lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed. The staff member should also involve the Designated Safeguarding Lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff



should always seek the cooperation of the student before conducting a search. If the student is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- Are in possession of a prohibited item.
- Do not understand the instruction.
- Are unaware of what a search may involve.
- Have had a previous distressing experience of being searched.

If a student continues to refuse to cooperate, the member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Holsworthy Community College will act in accordance with the Searching, Screening and Confiscation Guidance when a search is needed. Searching, Screening and Confiscation (July 2023)

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by those authorised by the Principal. There is no reason that any member of staff will ask a child to remove any clothing in a search which will expose any of their private body parts.

10 Uniform Policy

At Holsworthy Community College, we believe that a thoughtfully designed school uniform policy is essential in fostering an environment of equity, belonging, and readiness to learn. Our uniform policy is crafted to ensure that every student feels included and valued, regardless of their background or personal circumstances. By promoting a sense of unity and school pride, our uniforms help create a welcoming atmosphere where all students can focus on their education and personal growth. We are committed to providing affordable and practical uniform options, ensuring that every student is ready to learn and thrive in our supportive community. (See appendix 4)

11 Device and media including mobile phones

Holsworthy Community College is a 'mobile/smart device free school', which means that for



all students, mobile devices must not be used, seen, or heard at any point anywhere on the College site.

*Smart devices - includes all forms of mobile phone devices, smart watches, Smart Glasses, earphones, headphones and air pods / similar devices. These are not permitted to be used on the College site during the College day.

To this end we recommend that mobile devices are not brought into college by students.

However, we understand that some parents/carers feel that it is necessary for their children to bring a mobile phone to college for contact purposes outside of school hours when their children are travelling to and from college. If this is the case, pupils must use a Yondr pouch for the storage of the mobile phone / smart device through the school day. The Yondr pouch is part of our school equipment list.

Special considerations around mobile phones will be reviewed case by case by the Principal or Vice Principal. 'This may include strategies in their EHCP, medical needs such as checking blood glucose levels, students with additional needs to support their learning journey and access their curriculum. In these special cases students will be identified.

Visitor use

- Visitors should not use their personal mobile devices during student contact. These should be turned off whilst in school.
- Parents/carers are not permitted to take photos/videos during assemblies or other school performances as the school is unable to make sure photos are not edited or put on social media websites.
- School photographers will be treated as any other visitor and appropriate levels of supervision will be in place at all times.

Responsibility for mobile phones and other mobile devices

- The school accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile technology. It is the responsibility of staff, parents, students and visitors to make sure that mobile technology is properly insured.

Yondr pouch MOBILE PHONE and DEVICE POLICY

Holsworthy Community College is committed to fostering a focused, respectful, and safe learning environment. To support this, all pupils must keep their mobile phones and devices securely locked in Yondr pouches during the school day. This policy outlines the expectations for phone/device use, the use of Yondr pouches, and the consequences for violations.



Phones/smart devices are not to be used during school. Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Late Starters or Early Leavers

Students arriving late or leaving early will pouch/un-pouch their phones/devices at reception– after they have signed in, they will show the member of the administrative staff that their pouch is secured.

If a pupil genuinely forgets their Yondr pouch they must hand their phone/devices in upon arrival at school to the Reception – the phone/device must be switched off and will be held until the end of the day when the pupil is free to collect it.

Parental Contact

There will be times that students will want to get hold of parents. If students wish to contact parents then they should do this at social times. They can attend reception and they will be allowed to use a landline to call parents. They will not be allowed to unlock their phones and use their mobiles to call or text. If parents want to speak to their child or get a message to them they should call the main school switchboard.

Medical

Some students will need access to their phones due to a medical condition such as diabetes. Students who require this will be given a pouch which means that they are able to use their phone for medical reasons.

School Bag and Equipment

Students need to have a school bag to carry their equipment around school. Students must keep their Yondr pouch containing their phones in their school bag at all times during the school day. If a student is seen carrying their Yondr pouch or they have it somewhere else such as a waistband or up their sleeve then their phone and pouch will be confiscated until the end of the school day.

VIOLATIONS

Pouches will be checked to make sure they have not been damaged. If a pupil believes they have accidentally damaged their pouch it is their responsibility to report this immediately.

Pouch accidentally Damaged or Lost

If a student accidentally damages or loses their Pouch, we will collect the pupil's phone and store it for the day at Reception & inform parents.



There is a £14 fee for a new pouch to be issued. Families experiencing financial hardship may seek support from the school.

Examples of damage:

- Modifications and/or decorations including graffiti.
- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Damage to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

Pupils that attempt to use or circumnavigate the use of a Yondr pouch to use a smart device will be in breach the school behaviour policy and therefore be sanctioned according to it's policy.

12 Monitoring, evaluation and review

This policy will be promoted and implemented throughout Holsworthy Community College. This policy is monitored on a day-to-day basis by the Principal and the Senior Leadership Team, who report to governors about the effectiveness of the policy on request.

This behaviour policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's incident logs, and by discussion with the Principal.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on those with protected characteristics and community cohesion using an appropriate equality impact assessment. The policy may be amended as a result of this assessment.

Legal framework & guidance for this policy

[Keeping children safe in education 2026: September 2026](#)

[Developing school uniform policy - GOV.UK](#) (September 2026)

[Suspension and permanent exclusion from maintained schools, academies and pupil](#)



[referral units in England, including pupil movement](#) (July 2026)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Searching, Screening and Confiscation](#) (July 2023)

[Use of reasonable force and other restrictive interventions guidance](#) (April 2026)