Heathfield
Community College and Sixth Form

Behaviour for Learning Policy

Reviewed by:	B Pollard
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Ratified by:	FGB
Ratified on:	3 July 2026
Next review:	July 2028

Signed

Chair of Governors

This policy should be read in conjunction with other College policies and DfE guidance including but not limited to:

- Drugs Policy
- East Sussex Positive Handling / Use of Reasonable Force Guidance
- East Sussex guidance on exclusions
- Mobile phone policy
- Safeguarding policy
- Anti-bullying policy
    - Behaviour and discipline in schools
    - Searching, screening and confiscation at school
    - The Equality Act 2010
    - Use of reasonable force in schools
    - Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Heathfield Community College is an inclusive and supportive community. We believe that every member of the College community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

We offer our students a high-quality education allowing them to reach their full potential, in a safe, secure and caring environment. We endeavour to instil a love of learning, a sense of fairness and an appreciation of the importance of full participation.

We strive to develop students who, through their determination and resilience, reach their highest levels of academic and personal development. We insist upon consideration towards others and the maintaining of polite attitudes and manners, allowing all members of our community to take pride in their surroundings, behaviour and personal achievements. We believe in the value of positive contributions to our society both locally and nationally, aiming to support all students in their desire to become responsible citizens who will shape the future.

We encourage the acceptance of personal challenges, helping to ensure that students make decisions that benefit themselves and the wider community.

Good behaviour in schools is central to a good education. Good behaviour enables us to provide a calm, orderly, safe and supportive environment in which children

and young people want to attend and can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit.

Overall Philosophy:
Heathfield Community College expects high standards of personal conduct and behaviour from all members of the community, we promote respectful and polite relationships that enhance everyone's ability to work and learn.
There is a recognition that everyone is allowed to make mistakes but that these should represent a learning curve from which one grows and develops, the College supports all students in learning from their mistakes.
There is an understanding that students who repeatedly commit breaches of the behaviour policy will face increasing levels of sanctions commensurate with the repetition of the behaviour.

Our basic expectations, shown as the 'Heathfield Habits' are set out clearly in every classroom see appendix 1.

The College boundaries extend beyond the College premises and perimeters to include journeys to and from College in College uniform, work experience, residential trips and any other occasions when students are representing the College. Therefore, the College reserves the right to apply consequences if behaviours are such that they breach the stated expectations in any circumstance under the description above.

ROLES AND RESPONSIBILITIES

Staff and students:
- Show others respect, consideration and courtesy - model positive communication
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the College ethos and values
- Protect the right to work and achieve without hindrance
- Respect College property and the property of others
- Respect the College environment
- Act in a safe and responsible manner to not endanger themselves or others
- Adhere to College policies
- Protect members of the College from bullying

Staff:
- Set clear consistent expectations for behaviour, effort and achievement
- Actively teach the positive behaviours that are required for each setting
- Intervene early when behaviour, work, attendance, punctuality, or adherence to College policy is unacceptable (where appropriate for their role)
- Identify underlying causes of poor behaviour
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Support students with their work
- Work in partnership with parents and keep them informed, model the communication that we want to promote
- Reward achievement (***praise should be part of every lesson***)

Expectations of Students.
Students are expected to show positive behaviour for learning by:

- Being punctual to lessons and arriving ready to learn (with all correct equipment).
- Wearing their College uniform with pride and without deviation
- Taking outside garments off when in a classroom
- Contributing to lessons in a constructive manner
- Protecting the right of others to work without hindrance
- Leaving the room and any College equipment as they would wish to find it

Students show respect to themselves and the wider Heathfield community by:

- Co-operating with staff and allowing teachers to teach without hindrance
- Co-operating with other students
- Making effort with their classwork, homework and coursework
- Acting in a safe and responsible manner so as not to endanger themselves or others
- Treating the College environment and all contents with care
- Respecting the property of others
- Helping prevent and not engaging in any form of bullying whether physical, verbal, emotional or cyber
- Treating others with respect and not engage in verbal, sexual or physical abuse/violence
- Accessing support from their tutor, Pastoral Manager or Head of Year if they are concerned about anything.
- Follow the 'Heathfield Habits' as outlined in appendix 1

Parents:

- Encourage their child to behave in an acceptable manner
- Support the College in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the College and make contact early to discuss any concerns
- Ensure conduct with the school and about school matters is in keeping with the conduct we wish to see modelled for students and promotes positive communication (see the website for guidance: https://www.heathfieldcc.co.uk/?page_id=675362/#who-contact)

The Headteacher:

- Monitors the policy
- Ensures that strategies are in place to promote and implement the policy throughout the College
- Ensures new staff introduced to the behaviour policy and expectations and are supported with training and reminders of expectations on an ongoing basis.
- Ensures students new to the College are introduced to the College behaviour expectations.
- Ensures all students are regularly reminded of the College behaviour and support systems
- Ensures that an annual report with statistics is presented to the governing body

- Carries out the statutory duties of the headteacher with regard to behaviour and exclusions as defined by the DfE

The Governing Body:

- Approve the policy and any proposed changes
- Receive reports from the Headteacher
- Review the working of the policy in light of the Headteacher's report
- Support the promotion and implementation of the policy throughout the College, making it known to parents
- Carry out the statutory duties of the governing body with regard to behaviour and exclusions as defined by the DfE

Rewards:

Individual achievement, attendance and high standards of courtesy and behaviour are all celebrated at College.

Throughout the College praises are awarded by staff for achievement, effort and contribution to College values and aspirations. ***Praise should be part of every lesson.*** Praise is tiered at three levels P1, P2 & P3. Students can be awarded a P1 for displaying the Heathfield Habits in the classroom or in the wider College community. Appendix 2.

Heathfield Habits:

- Confidence
- Engagement
- Compassion
- Determination
- Integrity

A P2 can be awarded for displaying the Heathfield Habits in the classroom over a number of lessons, for making good progress or for regularly contributing to the wider College community.

A P3 is issued by a Curriculum Leader, a Head of Year or a member of the Senior Leadership Team for an outstanding contribution over a period of time. All praise is logged electronically in our database and is celebrated in a celebration assembly three times a year where certificates are awarded.

Attendance certificates and rewards are awarded throughout the year for those students who have had excellent attendance.

Rewards Events

In addition, throughout the year there are several events and performances where students' work is celebrated with displays for staff, students and parents. Three times a year we reward the winning House by celebrating the contribution students have made including praise points, leadership strands and engagement in house activities via end of term House assemblies. We hold two annual events to celebrate

progress, effort and achievement through our Sports Award Evening in the Autumn term and Heathfield Honours Awards Evening in the summer term.
N.B. Additions to the rewards structure will be made following consultation with the College council.

The concept behind positive behaviour for learning

As individuals we all choose how to act and it is important to recognise that for every choice or action there is a consequence. These can be either positive or negative. A consequence is an outcome that arises as a direct result of the way we act.

At Heathfield Community College, consequences, not punishments, are issued by staff. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Good behaviour and discipline are absolutely essential for successful teaching and learning and the vast majority of students at Heathfield Community College do behave well.

Unacceptable behaviour can be broadly categorised low, medium and high disruption.

Low level disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson /learning environment but directly affects the learning of other students present and the teachers' ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of low-level disruption, however, this list is not exhaustive.

- Disruption in lessons, in corridor between lessons, and at break and lunchtimes
- Talking when the teacher is talking or has asked for quiet
- Distracting others
- Not working
- Calling out
- Poor attitude
- Incorrect uniform
- Missing equipment

In addition, failure to complete set work (in class or homework) or poor quality/incomplete work without reasonable explanation will be seen as low-level disruption as advised in the homework guidance and may be sanctioned as such.

In the classroom low level disruption is dealt with consistently within the consequences system. In the wider College environment, it is dealt with through the Head of Year.

Mid – high level disruption

For disruption that has a significant effect on a students' learning and/or safety in the classroom a C3 may be issued without a C1 or C2 warning being given. This will result in a students' removal from lesson to continue their learning in another classroom. Below are some examples of mid - high level disruption, however, this list is not exhaustive.

- Failure to follow instructions
- Displaying behaviour that prevents other students from learning
- A refusal to engage in the learning process
- Disrespectful responses to staff

In the wider College environment this level of disruption is dealt with through the Head of Year.

High level disruption/serious incidents/non-compliance with College procedures

Below are some examples of high-level disruption, however, this list is not exhaustive.

This can be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Defiance
- Sexual violence
- Sexual Harassment, meaning unwanted conduct of a sexual nature, such as
    - Sexualised language
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment which as unwanted sexual comments and messages, sharing of nude or semi-nude images and/or videos or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Smoking/vaping paraphernalia

As outlined above, **Bullying** is a form of inappropriate behaviour. It is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

For further information related to bullying, please see the College anti-bullying policy

Sexual Harassment and Sexual Violence

The College will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The College's response will be:

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

Process of actions following alleged sexual harassment and violence may include:

1) Receive complaint
2) Gain account from victim
   - Appropriate staff member appointed to act as liaison to the victim
3) Account from witnesses if applicable
   - Dependant on the type of incident witnesses may need support from staff going forward so this should be considered in each case
4) Account from person accused
   - Appropriate staff member appointed to act as liaison to the accused
5) Review of evidence and decision on appropriate sanctions up to and including Permanent Exclusion.
6) Consideration of a Risk Reduction Plan to keep all students safe
7) Appropriate support provided for victim, witnesses and perpetrator
8) DSL to decide if other agencies to be informed e.g. Social Services, Police, Health. This will be dependent on the incident reported and protocols in place under the guidelines

Please refer to our Child Protection and Safeguarding policy for more information.

Improper use of AI or other digital tools:

Any use of artificial intelligence, digital editing tools or other technology that leads to recording without permission, deception, impersonation, threats, harassment, bullying or otherwise causing harm to members of the school community or any other person, group or organisation is prohibited and will be treated as a serious breach of the Behaviour for Learning, Safeguarding, Online Safety and Data Protection Policies. This would be sanctioned appropriately in line with the nature of the individual situation.

Investigating Behaviour Incidents

- The College will investigate, as appropriate, reported incidents of student misbehaviour.
- We will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of incident statements.
- The College will notify the police and/or other relevant bodies of any incident where it is appropriate to do so.
- The College will complete investigations within a reasonable timescale.
- The College will ensure that appropriate feedback from any investigation is provided to relevant persons together with recommendations for action.

Consequences in Lessons

The consequence system is tiered at 4 levels C1, C2, C3 & C4 which may give rise to sanctions being applied. The consequence system at Heathfield has been designed to ensure students take responsibility for their own behaviour. There is a basic understanding that **2 warnings should be more than enough** for a student to stop and change their behaviours, following that persistent repetition of the problem will lead to a clear sanction.

In lessons where a teacher feels that a student is not behaving in an acceptable manner the student will be issued with a **C1** (the first consequence issued as a direct result of a negative behaviour). This is a warning that the student needs to modify/change the way that he/she is behaving.

If the student chooses to ignore this warning and does not modify their attitude/behaviour the teacher will issue a **C2** (the second consequence, a result of further negative behaviour). This requires the student speaks with the member of staff at the end of the lesson who will take action on this behaviour.

Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a **C3** (the third consequence, a result of continued negative behaviour, despite two chances to modify their actions). This will mean that the student will now continue their learning in another classroom and will automatically be issued with an after-College detention. This will take place under the supervision of College staff. Students will then be educated in the department support room for their next lesson in that subject.

Under normal circumstances the College will attempt to facilitate the detention as soon as possible after the teacher has issued the **C3**.

If a student refuses to leave a classroom to continue their learning in a support room or continues to be disruptive in the support room this is logged as a **C4**. An additional member of staff will be called to collect the student and they will continue their learning elsewhere. The student will automatically be issued with an after College detention and a lunch detention for defiance. This will take place under the supervision of College staff.

All after College C3/C4/homework detentions run from 3.05pm until 4:05pm on Mondays, Tuesdays, Wednesdays & Thursdays.

- Students will be expected to complete work during the detention
- If students talk or display negative behaviour during the detention they will be issued with a warning. If the student does not adhere to the warning the consequence will be a senior leadership detention.
- Students who do not attend a detention will receive an extended detention at another time.

Students who again disrupt or do not attend this detention will receive an Internal Suspension on the next available day.

Sanctions for Unacceptable Behaviour

Students will always be given a chance to consider their behaviour and its potential consequences. The expectation of all members of staff is that students will fulfil our high expectations of them and show they can abide by the College rules. Students will be expected to make suitable reparation for any instance of misbehaviour towards other students or members of staff. They will be encouraged to apologise to any members of the College community who they may have offended and will be supported with this process.

The College uses a range of sanctions to deal with inappropriate behaviour by its students. These may include (not hierarchical):

- Talking 'privately' with the student;
- Behaviour report;
- Verbal reprimand;
- Use of the in-class consequence system;
- Resolve meeting. The Student will be required to speak with a member of staff before the next lesson in that subject area to ensure that displayed behaviours from the previous lesson will not be repeated.
- Community service sanctions, such as litter duty or helping the cleaning team.
- Instituting student detentions as appropriate; breaktime, lunchtime or after school. After school detentions are an escalation or for more serious breaches of College rules. As such after school detentions cannot be commuted to break or lunchtime detentions;
- Withdrawal of College privileges;
- Communication with parents or carers;
- Meeting with parents or carers;
- Referral to external agencies; such as ESBAS, Social Services, Swift, Police;
- Internal Suspension;
- External Suspension;
- Placement at College Central or available suitable provision;
- Fixed term placement at another school;
- School to school placement
- Permanent Exclusion.

For incidents that the College perceives to be of a serious nature, students will be issued with an extended detention, an Internal Suspension, a fixed term suspension or an offsite behaviour placement. (All students who receive a Fixed Term Suspension will have a reintegration meeting and have at least a day in the Inclusion Hub on their return to College). See Appendix 3 for guidance on police involvement.

Suspensions and Exclusions

The College follows guidance from the Department for Education, entitled "Exclusion from Maintained Schools, Academies and Student Referral Units in England" which is available at: https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf as well as supplementary guidance from East Sussex County Council.

This guidance states that: 'Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary.'

The aim of Heathfield Community College is to be positive and supportive in our approach to discipline and behaviour management. There will always be an effort to:

Exhaust Alternative Strategies: The College will show they have utilized other behaviour management strategies before suspending a pupil.
Assess Unmet Needs: The college will consider whether the persistent disruption or behaviour is linked to Special Educational Needs and Disabilities (SEND), unmet learning or emotional needs, or safeguarding concerns. This may not remove the need for suspension but it will ensure causal factors are considered.
Equality Act Compliance: The College will ensure to consider whether behaviour is rooted in a disability and that "reasonable adjustments" have been made.
Focus on Safeguarding: Keeping pupils in a monitored, in-school environment is safer than sending them home where they may be unsupervised, this is always balanced against the safeguarding of other students and staff.

There are instances however where it is not possible to deal with an issue through employing one or more of the strategies outlined in our policy due to the seriousness or nature of the matter. In such circumstances we have no alternative but to suspend a student from the College. This may be internal or external fixed term or permanent depending on the breach in College rules.

Types of behaviour for which a suspension from the College is likely, include:

- Violence or aggression towards another Student or a member of staff, including fighting, spitting and threatening behaviour
- Serious or persistent bullying (see anti-bullying policy).
- Verbal abuse of a member of staff
- Bringing/using a prohibited substance or item onto College premises – these include prescribed or illegal drugs, alcohol, pornography, weapons (including BB guns) and smoking materials (E-cigarettes or "Vapes")
- Defiance towards staff, non-compliance with College rules, or disrupting learning over a period of time
- Damage to or theft of College property or that of staff or Student
- Acting in a way likely to endanger others or bring the College into disrepute.
- Persistent disruptive behaviour
- Truancy (internal or external)

- Hate incidents

Internal Suspension

Depending on the nature of the incident and/or the behaviour record of the student an Internal Suspension may be applied as a sanction. A student can be placed in internal suspension for up to 5 days consecutively if the nature of an incident is deemed a serious breach of the College Behaviour Policy.

Students start their day in internal suspension at 8:40am and finish at 3.05pm. However, if students display negative behaviour whilst completing their suspension they will repeat a full day.

- Students eat their lunch in the Internal Suspension room or canteen at an alternative time.
- Students do not talk to other students within the Internal Suspension room.
- Mobile phones, headphones, iPads belonging to students will be handed in at the start day.
- Students will complete all work set from their teachers during this time.
- Unacceptable or incomplete work may result in the Internal Suspension Day being repeated.
- Students are required to complete a reflection sheet at the start of their Internal Suspension – considering the reason they have received the consequence.
- Students will receive feedback during the day, lesson by lesson on their progress. Should students be disruptive or not work, the in-class consequence system will be used.
- If a student has to be removed from the Internal suspension room, they may have to repeat their day or in certain circumstances, require an escalated response.

Fixed Term Suspension

Fixed term suspension means that a student may be excluded from the College for a period of up to 45 days in any one academic year. At 46 days, this becomes a permanent exclusion. The decision to exclude a student can only be made by the Headteacher or member of staff authorised by the Headteacher.

If the decision is made to give a student a fixed term suspension of longer than 5 days then alternative educational provision will be arranged by the College from the sixth (cumulative) day of suspension.

Following a fixed term suspension a meeting between the College, the student and the parent is arranged in which a reintegration agreement is signed. It is likely that 'special conditions' will be agreed before reintegration.

This means:
The documentary background to incidents leading to suspension must be complete, which includes the standard proforma as well as supporting papers.
Arrangements for generating work at home for students and ensuring that it is sent, is the responsibility of the Head of Year.

In line with the guidance, an Additional Needs Plan must be put in place for pupils who have been suspended for more than 15 days in any one term. This is the responsibility of the Head of Year in conjunction with the Assistant Headteacher.

Permanent Exclusion

Any of the above, if part of a pattern of poor behaviour choices, could result in a permanent exclusion. In exceptional circumstances, the Headteacher may also permanently exclude a student for 'a one-off event'. In line with guidance a decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Offsite behaviour placements

In agreement with other secondary Colleges in the local area, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in another Internal Suspension area or equivalent at another College. The host College will provide appropriate work.

Students will adhere to the host College's behaviour procedures and arrive and leave at the host's College times. It is the parent/carer's responsibility to arrange appropriate transportation to the host Colleges. Students will be expected to attend in full Heathfield Community College uniform.

Support

There are a range of support structures available internally and externally which are layered to suit a student's needs alongside any sanctions for behaviour. They are varied and ongoing and ensure that students are able to learn from their mistakes and be supported in changing their behaviours. Communication with the College at an early point is encouraged.

The Power to Discipline Beyond the School Gate

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Physical Intervention by Staff

At Heathfield Community College our guiding principle is always focussed on maintaining the safety of students and staff. Only in exceptional circumstances will physical intervention be instigated.

For almost all cases, physical intervention will only be used to stop a Student causing personal injury to themselves or others. If intervention is deemed necessary, the minimum intervention required will be applied. Students will be

given a verbal warning that physical intervention is going to be used, that the intervention will be stopped once they comply or there is no likelihood of any further danger. Staff will always seek to gain assistance/support from a colleague unless delaying any action will cause harm to students.

Reasonable force will only ever be used with due regard to the guidance issued by the Department of Education https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools and in line with East Sussex guidance on Restrictive Intervention: East Sussex County Council Restrictive Intervention Guidance | Czone including the deployment of methods of prevention and the recording of any incidents of the use of restrictive force.

Screening and Searching

School staff can search a student for any item if the student agrees. The ability of a student to give consent may be influenced by their age or stage of development. Where this is the case, school staff will need to use their professional judgement to decide on the appropriateness of the screening or searching.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited include the below however this list is not exhaustive:

- Weapons or any object that could be used with the intention of harming another person
- Alcohol
- Illegal Drugs
- Stolen items
- Fireworks
- Cigarettes and or smoking materials, including “Vapes” or e-cigarettes.
- Lighters and matches
- Stink, smoke or water bombs
- Aerosols or pump sprays
- Laser Pens
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence, or
    - To cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Bringing any of these items into school will result in immediate confiscation and may lead to a further sanction depending on the nature of the item. This list is not definitive and other items that are deemed unsuitable to have in school will also be confiscated and retained for collection by parents.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

All screening and searching will be carried out in adherence to the guidance published by the Department for Education which can be found by following this link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme nt_data/file/674416/Searching_screening_and_confiscation.pdf

Appendix 1

Heathfield
Community College and Sixth Form

Heathfield Habits

Confidence

- I have pride in myself and what I have achieved.
- I have set myself the highest expectations and have ambition for my future.
- I have self-belief in my strengths and abilities and communicate these through my words and actions.

Engagement

- I am on time to school and lessons; I do as I am asked the first time of asking.
- I engage positively in lessons and am enthusiastic to learn.
- I make sure I have the right equipment, uniform and attitude to learning.

Compassion

- I value others and show kindness and consideration to all in our community.
- I listen respectfully and respond carefully.
- I show good manners and courtesy.

Determination

- I am resilient and determined in the face of challenge.
- I am reflective about my success and how this can apply to other aspects of College life.
- I am willing to make and learn from mistakes.

Integrity

- I play my full part in making the College a positive environment.
- I am honest about my actions and responsibilities.
- I do the right thing, regardless of where I am or who I am with.

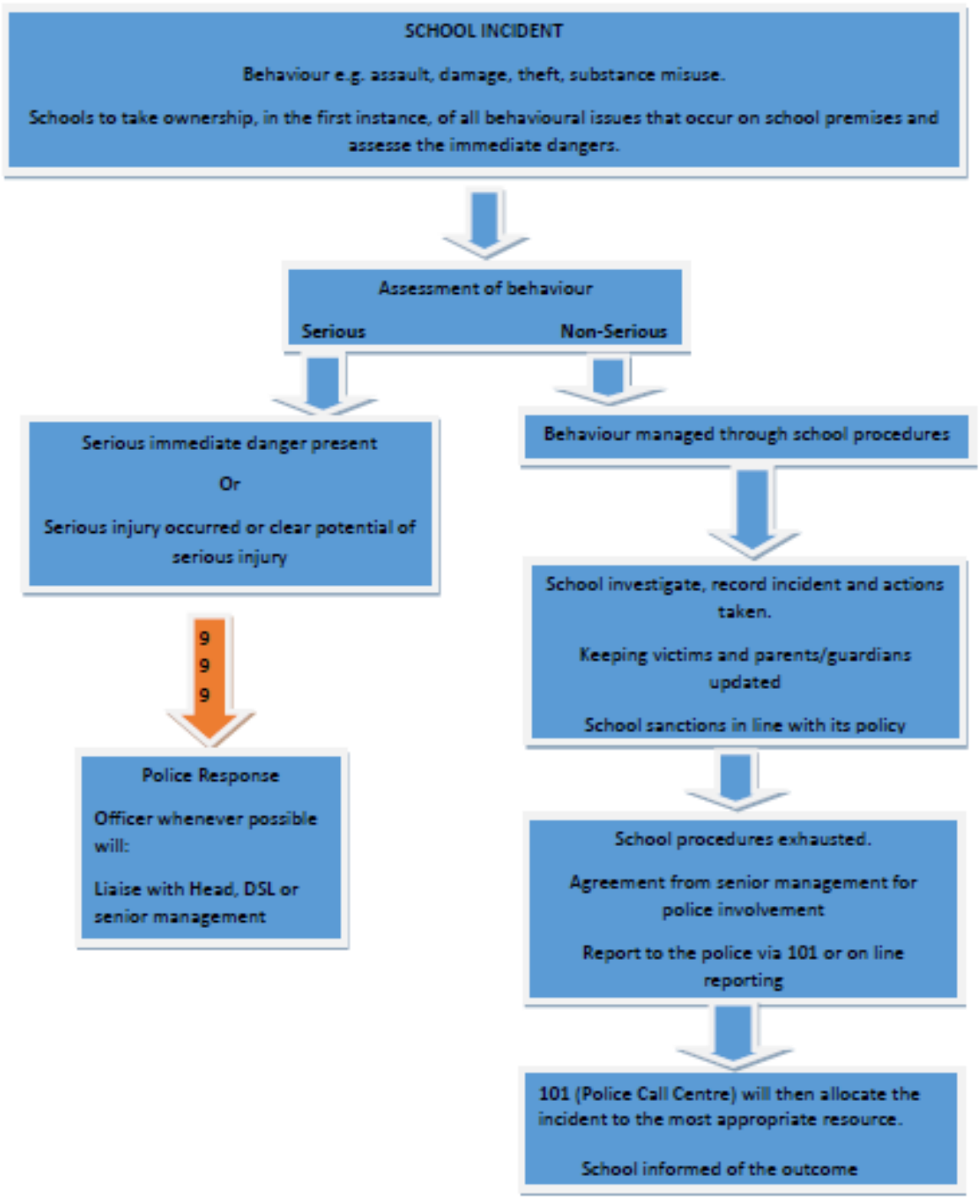
Pride
Ambition
Community

Appendix 2: Sussex Police School Behaviour Incident Flow Chart

Sussex Police

Schools Policy

SCHOOL BEHAVIOUR INCIDENT



Youth Safety Team June 2017