**South Dartmoor**

**Behaviour for Learning Policy**

**2018-19**

**Ethos**

All children learn through mimicry and gain security through trusted attachments. A Secure Attachment opens up the cortex (reflective learning) in the brain to build new and strong skills. Our policy concentrates on building positive relationships by creating Protection, Connection, Understanding and Care. When students feel safe they can stay calm and they will ultimately learn more.

**A Return to Simple: Blueprint for Success**

The endlessly justifiable drive to improve student performance has increased expectations, increased stresses and sadly decreased mental wellbeing both sides of the student/staff divide. Amidst the relentless drive to challenge and stretch students academically, the need to understand and develop working relationships has been overlooked.

Our community needs to have that intangible life force that creates security and openness, collaboration and celebration, we needed core values that everyone can remember, to embody through our actions, our language and our thoughts. Research suggests that although the human brain can remember up to seven digits at a time, all good messages come in threes. Therefore, with much collaborative discussion, our staff have created a Blueprint of magic 3s, the heart and soul of which are our **3 Rules.**

**Our Rules**

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

In addition to these core value rules we will be promoting **3 Adult Consistencies** that students and adults will be able to see in all walks of SDCC life. We will also work together to be on constant watch for **3 Over and Above** behaviours that will be celebrated wherever seen.

**Visible Adult Consistencies**

1. **Be Warm & Welcoming**
2. **Be a Positive Presence**
3. **Be Calm at All Times**

**Over & Above Recognition**

1. **Putting others first**
2. **Rising to a Challenge**
3. **Showing Resilience**

Being Ready, Respectful and Safe is our ideal. As an ethos for the adults and young people in our school, its simplicity is its strength. But things can go wrong. Certainly detentions, isolations and exclusions have not been seen to improve the learning of those experiencing them.

If they did no student would have accumulated any more than a couple such experiences, at most, before seeing the light and changing their behaviours for good! The fact is, disruptive behaviours are actually “communication behaviours”. Conflicts arise because the needs of student and teacher are not being met. Punishing a learner for not being able to explain what they really need is counter-intuitive. Conflict can be resolved by the adults modelling the best way of seeking resolution. This helps learners to become more skilled in doing so for themselves throughout their lives. Students need to believe that they are worth far more than their latest mistake and this can be done through **Restorative Approached Conversations**

<https://www.youtube.com/watch?v=gJJxbn1VjYo> the concept of Restorative Approach

<https://www.youtube.com/watch?v=lLgBSiDLaQU> punitive versus restorative approaches

<https://www.youtube.com/watch?v=9MsWz47rYyw> in school located example

The Restorative Conversation gives an opportunity to the two people between whom the bonds of respect and cooperation have broken to repair that damage. By discussing the emotions and thoughts that triggered the communication behaviour in the first place the real need of the child/adult can be addressed. Not only that but the impact of those behaviours can be examined and understood. Most importantly, this process enables restorative action to be initiated by cooperation between the two people who need to understand each other most. The conversation should always be framed thus:

*The Restoratively Framed Discussion*

1. **What happened**
2. **What were you thinking**
3. **What were you feeling**
4. **Who was affected**
5. **What happens next**

This allows both parties to respectfully explain their part, with a high degree of safety offered by the structure, and calmly develop a win/win solution to future potential situations. In fact, with the fear of not being heard during heat-of-the-moment exchanges removed, truthful accounts of what happened flow from adult and learner alike.

This process does NOT let students “get away with it”. The final stages of the meeting enable the learner and teacher to reflect on the effects of the behaviour, immediate and knocked on, and allows them to repair them. This should leave both parties **ready** to learn next lesson, having **respectfully** worked together to create a **safer** and more **respectful** environment for all.

**Core Values and Lessons**

In order to be Ready, Respectful and Safe in the classroom, behaviour expectations need to be met all the time. We expect that the teacher in each classroom will be able to offer equal amounts of support and understanding to students in every lesson. That support is to be built on a warm and welcoming calm relationship created through genuine curiosity and empathy for the needs of that learner. All learners should also expect that teachers would be ready to support and teach them, respectful of their needs whilst maintaining a safe environment. That includes challenging behaviour in students that is not ready to learn, respectful of others or safe. For lessons to run engagingly students must arrive at lessons **Ready** to learn, encompassing all the things that specific subjects might need, on time and in a frame of mind the makes them ready to learn. They need to be **Respectful** of the needs of themselves and others and of the teacher’s intentions to support them. In addition, they must always respect the **Safety** of all those in the room, both mentally and physically. So learners need to understand that when they are not showing ready, respectful and safe behaviour all staff will be challenging them.

 This challenge will be through **Stepped Sanctions**

**Stepped Sanctions**

1. **A reminder of the 3 Rules.** This could be repeated, subtle reminders to keep learners on task if effective
2. **A Caution** –delivered privately asking learners to “Think carefully about your next step, what should it be?”
3. **Last Chance 30*sec*Intervention** – “You own your behaviour, poor behaviour is not worth teacher time, you are better than your behaviour, remember that time when…”
4. **Time Out –** time away from the situation to reflect on actions. + **Warm Welcome Back –** “I knew you could do it… I’m here to help you” –**Parents Informed**
5. **Department Bridging** Learners areheld within another lesson. Restorative Conversation held at a time pertinent to the situation; this could be “2 minutes at the end”, a walk and talk out on site or in an office later by arrangement – **Parents Informed**
6. **Internal Bridging** – Learners sent to Student Reception or collected by a Senior Member of Staff. Learners are held for 24 hours out of timetabled lessons. **Parents invited into College** to meet class teacher and Head of House/Senior Leadership Team in support.

This Stepped Sanction approach is intended to reflect the seriousness of classroom disruption, but also the need to find the motivation for and impact of that behaviour.

The steps 1 – 3 provide the learner with the opportunity to recognise, own and alter behaviour they know is not ready, respectful or safe. The majority of learners will welcome this chance and act swiftly to get back on track.

Those learners who have a larger issue to deal with need to be given the chance to unpick that, but they must understand that they will need to leave the classroom out of respect for the learners and teacher around them no longer ready to learn or teach. This is **TIME OUT.** It is also respectful to inform parents at this point to share what has been done to support their child and enable them to discuss the situation at home should they wish. Learners who require a longer time to resolve their need will be held within the subject department until that time is available, i.e. at the end of the lesson, in break or lunch.

That will **BRIDGE** the gap between incident and resolution. This may be a slightly longer restorative conversation during which a ready, respectful and safe situation can be created for the next lesson. Again, parents will be informed of this and the way it has been resolved. Extreme instances within classes (or continued behaviours in Department Bridging) will require more time to be able to hold a restorative conversation and should not be rushed. Learners will need to stay out of lessons for 24 hours in **INTERNAL BRIDGING** during which time parents will be asked to take part in that Restorative Conversation at the earliest opportunity.

**Exclusion Protocol**

Exclusion is one of many steps that the College can use when dealing with incidents. It plays an important part in ensuring and maintaining a safe environment for our students and staff. **Exclusions can be used when it is felt that**

* The students continued attendance at the time would put themselves or others at risk
* The student has repeatedly not responded to other approaches

**Beyond the college gates-,** we recognise that often events happening outside college can impact on life in college. As such, the college will take action against students whose behaviour outside college has a negative or harmful effect on any individual or groups rights in college

**Fixed term Exclusion Process**

Incident dealt with by the Deputy Principal

Deputy Principal, following investigation, feels that exclusion (internal or external) is a possible consequence

Pastoral Team member discusses reason for exclusion with Deputy Principal or vice versa (plus learning support if relevant)

Exclusion is agreed as the advised step

Behaviour Coordinator discusses outcome of discussion with Principal/Deputy Principal

Exclusion is agreed as the consequence

Deputy Principal informs Principal of situation and evidence. If exclusion

Behaviour coordinator informs PT Administrator who starts associated paperwork

Behaviour Coordinator calls home to inform parents and request that the student is collected immediately from college OR placed in internal bridging

Exclusion is completed

Re-entry meeting with Principal and Deputy Principal or HOH plus Principal or Governor if applicable

Post exclusion targets set and copied to all relevant parties- including referral to Educational Psychologist if at ultimate risk of permanent exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the College rules is serious. The following are examples;

* Failure to comply with the behaviour blue print.
* Breaches of health and safety rules.
* Verbal abuse of staff, other adults or students.
* Possession of drugs and/or alcohol related offences or concerned with supplying.
* Wilful damage to property.
* Homophobic or racist bullying.
* Bullying.
* Sexual misconduct.
* Theft.
* Making a false allegation against a member of staff.
* Minor assaults or fighting that is not premeditated or planned.
* Other serious breaches of College rules including inappropriate use of ICT and e-safety issues.

**Permanent Exclusion**

‘A decision to exclude a pupil permanently should only be taken in response to serious 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 pupils or others in the school’.

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

* serious actual or threatened violence against another student or a member of staff;
* sexual abuse or assault;
* supplying an illegal drug or concerned in supplying;
* carrying an offensive weapon.
* Making a malicious serious false allegation against a member of staff.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the College community.

In addition, the College also considers the following to be serious incidents resulting in the permanent exclusion of a student:

a. Deliberate activation of the fire alarm without good intent.

b. Repeated or serious misuse of the College computers by hacking or other activities that compromise the integrity of the computer network.

c. Repeated verbal abuse of staff.

d. Persistent defiance of the behaviour blue print

**Screening, Searching and Confiscation**

Please refer to the DfE guidance ‘Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies’.

Any item brought into the College with the intention of the item being sold or passed on to other students, which, in the Principal’s opinion will cause disruption to the College or be detrimental to College practice will be confiscated.

**Confiscation**

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

Staff should hand the confiscated item to the relevant member of support staff in Student Reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff’s name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately/Behaviour Coordinator and secured and an incident report completed.

Items confiscated by South Dartmoor Community College can be collected by parent/carers except where the College has chosen to dispose of the confiscated items, eg cigarettes, alcohol.

Where alcohol has been confiscated the College will retain or dispose of it. This means that the College can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

Where the College finds controlled drugs, the police should be notified as soon as possible.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers, they may retain or dispose of them. As with alcohol, this means that the College can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

**E Safety Inappropriate images**

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the College carries out its own investigation. In all instances of inappropriate use of ICT staff should inform the Behaviour Coordinator and ICT manager.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the College rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the College carries out its own investigation.

**CCTV**

South Dartmoor Community College may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

**Use of Reasonable Force**

Please refer to the DfE guidance ‘Use of reasonable force. Advice for head teachers, staff and governing bodies’.

All members of College staff have a legal power to use reasonable force. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students.

South Dartmoor Community College recognises that, on some occasions, it may be necessary to physically restrain a pupil who, for example, is in danger of hurting themselves or others. The school has, therefore, developed this policy on the ‘Use of Reasonable Force to Control or Restrain Pupils’ which is in line with Government guidelines.1

The right of school staff to use reasonable force is laid down in the Education and Inspections Act.2

In a school, reasonable force is used for two main purposes – to control pupils or to restrain them. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. In order to:

* defend oneself against an attack;
* prevent a pupil committing a criminal offence, including deliberate damage or vandalism;
* prevent a pupil injuring him/herself or others, including by fighting, rough play or by misuse of dangerous materials or objects;
* to prevent a pupil from leaving the classroom where allowing the pupil to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
* to prevent a pupil from the College site where allowing the pupil to do so would risk their safety.

This policy is applicable to all pupils and should be read in conjunction with the following other school policies:

* Child Protection and Safeguarding Policy

The aims of this policy are to:

* inform Governors, staff, parents and pupils of the powers of staff in circumstances where a pupil may need to be restrained and to describe other circumstances in which physical contact with a pupil may be required;
* ensure that South Dartmoor has regard to Department for Education guidance on the Use of Reasonable Force;

**Who may use force to restrain pupils?**

All members of school staff have a legal power to use reasonable force to control or restrain pupils. This power can also apply to other people whom the Principal has temporarily put in charge of pupils (for example, unpaid volunteers or parents accompanying students on a school excursion).

**Under what circumstances may reasonable force be used?**

Reasonable force should only be a last resort and staff should delay if at all possible. However, in some circumstances, for example if there is an immediate risk of injury, it might be deemed negligent if staff do not intervene, as staff have a duty of care to do all that they reasonably can to protect the welfare of pupils. In general, staff should have tried all other means to de-escalate a situation before using reasonable force. If force is necessary, then staff should send for support straight away and should keep talking all the time, in a calm voice, explaining what they are doing and why (that way it is clear to everyone present that the member of staff concerned is in control of their emotions). The incident must be recorded immediately afterwards.

**What is the definition of reasonable force?**

There is no legal definition of reasonable force. The use of any degree of force is unlawful if the circumstances do not warrant it. Any force should be the minimum needed to achieve the desired result. The following kinds of physical intervention are reasonable; interposing between pupils or blocking a pupil’s path, holding, pushing, pulling, leading a pupil by the arm or shepherding a pupil away by placing a hand in the centre of the back. The following would be deemed unreasonable; holding a pupil by the neck or collar, slapping, punching, twisting limbs or holding or pulling by the hair. The use of force could result in complaint from parents and criminal prosecution or a civil action cannot be ruled out.

**If a teacher has had to use reasonable force in the circumstances outlined above what should happen next?**

Any incident where force has been used would be considered to be very serious. Any teacher who has had to use force in whatsoever circumstances must immediately make an oral report to the Deputy Principal, the Assistant Principal SENCo or the Principal and complete the relevant paper work.

The paper work will include;

* A report of the whole incident, what happened before, during and after the need for physical intervention.
* Completion of the Physical Restraint form
* Parents/carers informed

The member of staff should retain a copy of the written report, a copy should be given to the Principal and a further copy lodged in a central ‘incidents’ file.

Parents/ Carers of the pupil(s) concerned should be informed by an appropriate senior member of staff the same day or as soon as is reasonably practicable.

**Drugs and Alcohol**

For the purpose of this Policy, a drug is defined as a chemical substance which can alter the way the mind and or the body works. It is concerned with the misuse of:

* Tobacco and alcohol.
* Substances such as solvents.
* Illegal drugs such as heroin, cocaine, cannabis and ecstasy.
* All legal highs – that are perceived as a danger to the users and others, including Nitrous Oxide

## PROCEDURES

There is a standard disciplinary procedure for being in possession of drugs, under the influence of drugs or supplying drugs.

In all situations, the 'discovering' member of staff should complete a written statement.

**Tobacco**

* The entire college premises are a designated no smoking area. Students are not permitted to smoke, possess cigarettes, tobacco products or e-cigarettes in College nor on the way to and from College.
* Students, who are found with tobacco, smoking in or around the college site or seen in association with other students smoking, should be taken to student reception.
* Parents will be informed.
* Any tobacco or smoking paraphernalia will be confiscated and destroyed.
* Year 12 & 13 students may possess cigarettes or tobacco but must not use them on school premises or in the neighbouring area of the college. If a sixth form student is seen smoking in or around the college site their name must be taken and given to the head of sixth form.

**Alcohol**

* Alcohol must not be brought into or drunk in College by any students. Students must not attend College or any College activity under the influence of alcohol.
* If a student is found with alcohol or is suspected to be under the influence of alcohol they must be taken immediately to student reception.
* Student welfare takes priority and therefore on arrival at student reception the student will be seen by the first aider. If they are unable to be moved a first aider must be called.
* Parents must be contacted immediately.
* Any alcohol found will be confiscated and destroyed.

**Solvent**

* Students are not permitted to bring solvents and aerosol sprays into College. Students must not attend College or any College activity under the influence of solvents.
* If a student is suspected to be under the influence of solvents they must be taken immediately to student reception.
* Student welfare takes priority and therefore on arrival at student reception the student will be seen by the first aider. If they are unable to be moved a first aider must be called. If they are deemed to be under the influence of solvents an ambulance should be called and parents must be contacted immediately.
* Solvents found will be confiscated, shown to medical professionals if required and then destroyed.

**Illegal or Prescription Drugs**

* Students are not permitted to possess, supply or use illegal drugs in College or on the way to or from College. Prescription drugs can only be taken with consent of the parent and the drugs must be held in student reception.
* Students should also understand the dangers associated with the association of being ‘concerned in the supply’ of controlled drugs.
* If a student is suspected of being under the influence of illegal or prescription drugs student reception must be informed immediately. Student welfare takes priority and therefore on arrival at student reception the student will be seen by the first aider. If they are unable to be moved a first aider must be called. If they are deemed to be under the influence of drugs an ambulance should usually be called.
* If a student is suspected of being in possession of drugs or drug paraphernalia they must be taken to student reception, along with their bag, coat and any other possessions. A member of staff should remain with the student and be vigilant.
* In the case of a group of students they should be taken to the nearest available classroom and monitored whilst student reception is notified. In all circumstances the college will conduct a search of the student’s bag and clothing. If illegal drugs are found, the police will be called immediately. If a student refuses to cooperate with a search the police will be informed.
* Parents must be contacted.
* An incident report should be generated.
* The Principal must be informed immediately of any incidents involving illegal drugs.

**Referral**

Students who have worries about drugs can talk to any member of staff in confidence and should be supported by the College; they should be made aware of the help available through outside agencies. However, if in addition to their worries about drugs, admittance to the possession and/or use of illegal substances in College is made known to teaching staff, this must be reported to the Heads of House who will inform the Principal.

**Drugs Awareness for Staff**

Drug awareness sessions for all college staff should take place biennially as part of INSET days. Governors should be invited. Training is coordinated by Deputy Principal.

**E-safety**

The College aims to protect and educate the students and staff in their use of technology in its various forms. Technology offer unimaginable opportunities and is constantly evolving. Students are using technology at an ever earlier age. Many of the issues go beyond the boundary of the school and yet can impact on students and staff

The College insists that all inappropriate use of ICT and E-safety issues stated below are reported to the Behaviour Coordinator by staff to be assessed and dealt with appropriately.

**CONTENT**; being exposed to illegal, inappropriate or harmful material

**CONTACT**; being subjected to harmful online interaction with other users including cyberbullying and identity theft

**CONDUCT**; personal online behaviour that increases the likelihood of, or causes, harm

**Conflict Resolution Procedure -Restorative Approaches- RA**

**Principles**

* Building, maintaining and developing positive relationships helps everyone perform at their best
* When a relationship breaks down it is important to acknowledge why and for support to be in place to repair it
* All individuals take responsibility for their actions and the effect that these have on the people around them

**Process**

The conflict resolution procedure allows a consistent approach when dealing with events, while allowing individual staff to be empowered to manage their own classroom behaviour, still knowing they are supported by colleagues where necessary.

On most occasions the staff present will be able to use a restorative approach in order to resolve a situation. Sometimes facilitation is necessary. The Restorative Coordinator and other trained staff and students are available for this purpose.

Not all events will be suitable to be dealt with by the restorative process. In these cases, RA Coordinator may refer the matter on to Head of House. In the case of a facilitated RA meeting, feedback will be given to all relevant people, and the details logged**.**

**Anti-bullying**

In every school/college bullying is a reality for some students. At South Dartmoor Community College we are committed to preventing bullying. Bullying may take the form of words, actions, expressions or attitudes. It can involve direct contact between persons or indirect contact, e.g. via text-messaging, email and the internet.

At South Dartmoor Community College we want to encourage openness about bullying. Students must feel that all staff take bullying seriously and that they will act to stop it. We encourage students to support each other by informing staff if their friends are bullied. The Staff and Governors of the College will not tolerate the disruption of a student's education and well-being by the behaviour of another student or students.

It is important that incidents are dealt with swiftly and we want to encourage a strong partnership with parents to help support students. Where it is felt appropriate parents of the bullies and the bullied will be informed of incidents that have occurred and the action that has been taken.

Students will talk about bullying to an adult if they feel they will be believed that action will be taken and that their situation will not be made worse by intervention. At South Dartmoor tutor group organisation provides the opportunity for younger students to talk to older students who they know and can trust. Each student has a Personal Tutor and tutorials are excellent opportunities for students to discuss their worries privately. We also have a peer mediation service, overseen by staff, through which students can seek reconciliation when difficulties have arisen. This has the advantage of empowering students to tackle issues between themselves in a safe and controlled environment.

The knowledge that bullying of any kind will not be tolerated is conveyed via assemblies and through tutorials. It is essential that the bully and the victim understand that further bullying, or any repercussions from staff intervention, will not be tolerated.

Staff have guidelines for action on bullying so that the College deals consistently with incidents:

* Bullying within a tutor or subject group on a very minor level might be dealt with by individual staff via tutorial or discussion.
* More serious bullying incidents, or repetitive bullying behaviour, must be reported to Heads of House.
* Heads of House will make an initial assessment of the incident to decide if a Restorative Approach is suitable. This may entail the Head of House interviewing all students involved or, if appropriate, them passing the case onto another member of staff, e.g. the Restorative Approaches Coordinator, to do so. Details of interviews are kept and filed for future reference. A record of the incident will be stored centrally on SIMS.net. According to the severity of the incident appropriate action to ensure the safety of everyone will be put in place.
* Where appropriate a restorative conference will be held. This would be organised by the Restorative Approaches Coordinator. Personal Tutors and other staff will be informed of the outcomes of the restorative conference as appropriate. Parents may be informed if appropriate.
* A child who is being bullied may need strategies to build self-esteem and confidence. Heads of House may refer students to College counsellors. Equally, the bully may need help with behaviour modification and may be referred to the Educational Psychologist.
* In the event of a major incident, such as serious physical violence, students should be sent immediately to a member of the Leadership Team who will liaise with the appropriate Head of House. Incidents of this type may lead to fixed-term or permanent exclusions and would normally involve the student being seen by Governors. Police will be involved when necessary.

**PROCEDURES:**

It is important to recognise that whilst there is no single way to deal with bullying, each instance must be dealt with promptly and effectively. As a general rule the following procedures should be followed:

**Staff should:**

* Assure the student that their concerns will be dealt with seriously. If time cannot be found immediately, make an appointment to see the student later.
* Establish the facts and identity of the bully (bullies).
* Interview both the bullied and the bully at appropriate and convenient time.
* Keep a written record of the incident, share information as appropriate with colleagues and ensure a copy of the written record is passed to the Pastoral Team and Behaviour Co-ordinator.

Ensure that appropriate action is taken as a result of the incident. This may include:

* An apology, either written or verbal.
* A Restorative meeting between the bullied and bully.
* Appropriate sanction within the school's disciplinary procedure and/or providing mentor support.
* Informing parents of the incident.
* inform tutor/Head of House
* in appropriate cases, the matter should immediately be brought to the attention of a Senior Staff member.
* Incidents of "racial abuse" are reported to the appropriate "anti-discriminatory” organisation" and forms will be completed.

**Students should either:**

* Tell a member of staff if you are being bullied, or if you know someone else is, *or*
* Leave a note in the Bully Box (In Student Reception)
* Speak to an anti-bullying ambassador – Ambassadors will be available twice weekly in a specified area to talk to any students who are experiencing problems
* Access the Anti-bullying notice board for information on where to get additional help and support
* Send an email to the anti-bullying email address. This will be checked by staff and the College’s Anti-bullying Ambassadors
* Students should be safe in the knowledge that we are a 'telling school'.

**Parents should:**

* Inform Student Reception or the tutor if they suspect bullying may be occurring.
* Reassure your child that the school will deal with the issue sensitively but firmly.
* Work with the school towards resolving the difficulties which exist.

**Bullying outside of school**

Clearly bullying is not merely confined to school and may take place in situations outside the school’s control. As members of the community we all have a responsibility to work to prevent bullying and to take action if we see it occurring.

If parents or students are concerned about bullying outside the school we would ask them to do the following:

* Notify the school of your concerns. Incidents outside school can often spill over into school time and we would appreciate any information that may help us. We may be unable to act but we can offer advice.
* Contact the relevant authorities outside school if you feel the situation merits it.

School buses can be places where bullying occurs. The school has a clear expectation that students behave responsibly and considerately on the buses and bullying will not be tolerated. Devon Transport requires all students using the buses to sign the behaviour code agreement and the school will assist Devon Transport in enforcing this.

Most buses have sixth formers travelling on them. If students or parents are concerned that bullying is occurring they can speak to Mr. Hodges at the college.

Staff monitor the loading and disembarkation of buses each morning and afternoon. If students or parents have concerns about bullying they can speak to staff at these points.

Any concerns about bullying on the buses can be reported to reception by any parent or student and will be passed to the appropriate member of staff and/or Devon Transport.

Students or parents may also contact the College if they have any concerns regarding bullying or behaviour on the buses, or contact Devon Transport direct.

**Responses to Bullying**

Appropriate responses should be carried out in line with the school's Behaviour Policy and Procedures.  Students are expected to record their perspective of an anti-bullying incident report and a restorative session will be undertaken if appropriate. Depending on circumstances consequences might include:

In the event of a major incident, such as serious physical violence, students should be sent immediately to a member of the Leadership Team who will liaise with the appropriate Head of House.

Incidents of this type may lead to fixed-term or permanent exclusions and would normally involve the student being seen by Governors.

Police will be involved when necessary.

Where the situation is deemed to be serious the Principal retains the right to permanently exclude a student where the needs of the student and/or community may only be served by such a course of action.

**INTERVENTION STRATEGIES**

Students who have been bullied should be supported by:

* being offered an immediate opportunity to discuss the experience with a peer mentor, counsellor or other member of staff
* reassurance
* continued monitoring of the situation for at least 4 weeks
* guidance on how to prevent and manage situations

Students who have bullied should be helped to cease behaviour of this kind by:

* Engaging in Restorative Approaches fully to discuss what happened and the effects on others
* discover why the student became involved
* establishing the wrong doing and need to change
* informing parents to help change the attitude of the student
* being offered support to deal with the inappropriate behaviour
* understanding the consequences of continued bullying
* referral to anger management/counselling

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, mentoring times, assemblies and subject areas, as appropriate, in an attempt to ensure awareness of the school's Anti-Bullying Policy and to attempt to fulfil the aims outlined in this document.

**MONITORING**

Monitoring will be carried out termly by the Pastoral Team using the data gathered.

There are many definitions of bullying, but most consider it to be:

* deliberately hurtful (including aggression)
* repeated often over a period of time
* difficult for victims to defend themselves against
* consists of incidents victims feel they cannot deal with alone

Bullying can take many forms, but four main types are:

* physical (hitting, kicking)
* verbal (name calling, insulting, making offensive remarks)
* Indirect (spreading nasty stories about someone either orally, in writing or electronically, exclusion from social groups, being made the subject of malicious rumours, taking belongings etc.)
* Cyber bullying.

Name-calling is the most common direct form. This may be because of individual characteristics, ethnic origin, nationality or colour; sexual orientation, or some form of disability.

**Bullying - Advice to Students**

* Tell someone early and nip it in the bud, prevention is better than cure.
* Don’t become a bystander – do not tolerate poor behaviour to other students inform an adult immediately
* Seek advice from Anti-bullying Ambassadors
* Access the Anti-bullying notice board for information on how to seek additional help and support
* Tell someone else: support a friend in need.
* Send an email to the anti-bullying email address. This will be checked by staff and the College’s Anti-bullying Ambassadors
* Seek advice from the Peer Mentoring Team
* Leave a note in the Bullying Box (in Student Reception) someone will respond to it quickly.
* Don't leave your personal belongings unattended; this can often lead to problems.
* Stick with your friends, this makes bullying more difficult. Stay away from places where you know trouble can happen.
* If you suffer problems on a school bus where you can't get away, seek help from older students and report it to Student Reception. If that doesn't work, speak to your tutor who may decide to alert your Head of House or an Assistant Principal to the problem.
* Trust those people who deal with bullying: they will offer immediate support.

**Bullying - Advice to Parents**

* If you suspect your child is being bullied, ask him / her.
* Recognise that it often takes courage for a child to admit they are being bullied. They will almost always have tried already to deal with the problems themselves.
* Listen carefully to him / her and find out what's going on.
* Take what he / she tells you seriously.
* Seek parental advice form the support websites such as www.beatbullying.org
* Contact Student Reception at the school. They will then speak to the appropriate member of staff.
* Work with the school to solve the problem: we cannot succeed if we work independently.
* Help your child develop strategies to avoid situations where bullying may occur
* Don't hopes it will go away, the sooner you act and contact the school and the sooner the problem can be addressed.

**Bullying - Advice to Staff**

* Take any report of bullying seriously.
* Be prompt to class, and prompt to duty. Bullying usually occurs during unsupervised time.
* Don't leave your class unless it's an emergency.
* Always be on the look-out for behaviour which points to bullying, e.g. unexpected silence, that look, bags out of place, students where they 'shouldn't be', torn*/*spoiled clothing, whispering, tripping */* kicking, poor attendance etc.
* Do not tolerate poor choice of language e.g. homophobic comments – challenge these in every circumstance
* Report all incidents of bullying to Student Reception.

**Policy review date: July 2019**

**Appendix B**

**In order to protect the college community the following behaviours result in the following**

Direct verbal abuse of a member of staff Minimum 1 day Fixed term exclusion

Indirect verbal abuse of a member of staff Internal bridging

Peer on peer abuse Internal bridging

Malicious accusations against school staff Internal bridging

Physical assault Minimum 2 day Fixed term exclusion

Spitting at another student Internal bridging

Fight (both parties playing equal roles) Internal bridging

Inciting a fight/incitement Internal bridging

Filming fights and incidents Internal bridging

Posting of video clips online Minimum 1 day Fixed term exclusion

Possession of a weapon Internal bridging

Non-co-operation with staff Internal bridging

Vandalism to College property Internal bridging

**Drugs**

Under the influence of substances Minimum 2 day Fixed term exclusion

Possession of drugs and/or paraphernalia 5 day Fixed term exclusion

Supplying drugs or found to be concerned in the supply Permanent exclusion

**Permanent exclusion will be discussed for any repeat offences**

**Theft** Minimum 1 day Fixed term exclusion

**Alcohol**

Under the influence of alcohol Minimum 2 day Fixed term exclusion

Possession of alcohol 5 days exclusion, permanent for a repeat offence

Supplying alcohol Permanent exclusion

**Mobile phones**

1st Offence Confiscated for 48 hours

2nd Offence College ban, phone collected by parents

3rd Offence Parental meeting

**Racist/Homophobic comments (all comments are recorded and sent to Devon County)**

Offence Internal bridging

**Bullying offence** Internal bridging

**Smoking offence** Internal bridging

**Offsite offence** Internal bridging

**Truanting offence** Internal bridging

**Appendix B South Dartmoor Behaviour Blueprint**

**Over & Above Recognition**

1. **Putting others first**
2. **Rising to a Challenge**
3. **Showing Resilience**

**Our Rules**

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

**Visible Adult Consistencies**

1. **Be Warm & Welcoming**
2. **Be a Positive Presence**
3. **Be calm at all times**

**Mantras and Micro scripts**

1. *“I noticed (that you…)”*
2. *“Just pop (over to, outside for…)”*
3. *I understand…(that you’re angry/upset/cross)*
4. *Maybe you’re right…(maybe I need to speak with them too)*
5. *Be that as it may…(I need you to join in with that group/move to that seat…)*
6. *I’ve often thought the same thing…(but we need to focus on…)*
7. *I hear what you’re saying…(it’s not easy to do but I know that you can do brilliantly, you’re awesome at…)*

**Stepped Sanctions**

1. **30***sec***Intervention**
2. **Second reminder**
3. **Chance to cool off quietly**
4. **A warm welcome back** *“I knew you could do it…” “I’m here to help you…”* or other positive comments.
5. **See me for 2 minutes at the end (**Restoratively framed)

**Relentless Routines**

1. **Meet and Greet 2. One Voice 3. End and Send**

*The Restoratively Framed Discussion*

1. **What happened**
2. **What were you thinking**
3. **What were you feeling**
4. **Who was affected**
5. **What happens next**

**30***sec***Intervention**

1. Give a quiet reminder of previous good behaviour
2. Walk away
3. Have a quiet chat later in private