

# South Dartmoor Behaviour Policy



## **Behaviour & Discipline, Anti-bullying, Drugs, Procedures and Referrals**

Misbehaviour is not the breaking of a rule but the breaking of a social bond and as such we believe that positive relationships are the key to ensuring that everyone in the community is able to work to their full potential and enjoy being here

## **AIMS and OBJECTIVES**

### **Behaviour Policy Principles**

- Good behaviour is a necessary condition for effective teaching to take place.
- Students learn best in an ordered environment
- This can be achieved when expectations of work AND behaviour are high and the consequences of not meeting expectations explicit and applied consistently.
- Students learn best with praise, reward and celebration.
- Students need tangible recognition of achievement.

### **Behaviour Policy Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the College expectations and strategies are widely known and understood.
- To encourage both the home and College in the implementation of the policy.

# 1.

**At SDCC we will respond promptly and appropriately to behaviour that is antisocial, disruptive or harmful.** We expect all adults to create conditions that will encourage positive behaviour and we recognise that in doing this we are teaching our students key skills for life

Key Factors contributing to positive behaviour at SDCC

- a whole-college approach- implemented consistently and fairly
- high expectations from all – for all
- positive relationships and the will to resolve conflict- Restorative Approaches
- a high-profile principal and leadership team
- class teachers taking key responsibility
- effective communication
- Learning Habits that develop emotional intelligence
- All adults model positive behaviours

Every member of our community has rights and responsibilities

- To be a valued member of the community and follow the expectations and rules that allow the community to work effectively together
- to be safe and keep others safe
- to be happy and respect the right of others to be happy
- To develop and learn and support others to do so
- To be valued as an individual and value the differences in others
- To challenge and be challenged

# 2

**Understanding behaviour:**

Facts that we need to be aware of

- Persistent low-level disruption is reported as the most serious cause of stress to teachers
- Most students excluded or removed from lessons are boys
- Looked-after children are 13 times more likely to be excluded than others

Characteristics of excluded students

- poor basic skills
- limited aspirations
- poor interpersonal relationships
- susceptibility to negative peer pressure
- parents/carers who are unable or unwilling to parent
- victims of abuse

- experience of racism or prejudice

### **What makes a difference?**

- Teachers know students' backgrounds and actively seek to develop positive relationships with them
- A growth mindset that is inherent across all aspects of the community
- Emotional Intelligence is taught. Positive behaviour can be coached, as can strategies to work on challenging behaviour (see section on Emotional Intelligence and Learning Habits).
- Staff take a lead role in restorative practice, modelling how to resolve conflict and difference(see section on Restorative Approaches)
- Staff and students benefit from seeing a discipline situation from different perspectives (see section on restorative approaches)
- Subject Leaders and Performance Leaders audit behaviour patterns to identify and take action on key problems
- Teachers have a clear understanding of the learning and teaching environment and how this may contribute to inappropriate behaviour
- Everyone in the SDCC community is aware of individuals' rights and responsibilities

### **Teaching and Learning:** for more detail see Learning Habits Policy

- Teaching should be interesting and varied and offer students a degree of choice
- Account should be taken of students' preferred **learning styles**
- Students should feel involved in the learning and teaching process
- Well organised, purposeful collaborative learning activities can improve behaviour
- Expectations should be regularly reinforced and should be realistic but challenging
- When students feel that they are succeeding they are less likely to be disaffected
- Celebration of success of all kinds should be a part of classroom and college life
- Lack of challenge can lead to boredom, which can contribute to poor behaviour

### **Teacher and TA behaviour:**

- All SDCC staff should model good behaviour patterns and be aware of their own stress control techniques
- Teachers 'lead' their classes in a calm, assertive, consistent and supportive manner
- When dealing with negative behaviour or incident staff should remain calm and should be mindful of their verbal and non-verbal language
- every word and action should be based on the assumption that all students can achieve (HOPE)
- When students arrive in the classroom, initial contacts should be positive
- Staff should maintain a high profile outside the classroom
- Staff should be alert and show that they know what is going on
- Inattentive students are challenged positively to bring them back on track
- Allow students to lead aspects of classroom management
- Careful use of humour has been shown to have a beneficial effect on student attitudes
- Simple non-verbal encouragement (smile, thumbs-up etc) is effective
- An instruction forbidding something should be phrased positively and constructively
- The whole class should never be punished for the poor actions of a few
- Certain behaviours might be ignored if they will not damage the work of the class or put others at risk
- Accusations should be avoided- use restorative language instead

- It is not necessary to punish for inappropriate behaviour immediately
- The certainty of consequences is more important than their severity
- Rewards/sanctions are clearly explained and used consistently

### Questions to consider?

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

### Language

**Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1".

Ultimately, the aim is that students learn to **choose** responsible behaviour, to raise self-esteem and improve academic success.

### Behaviour

Behaviour is managed through a system of praise and sanction. There are a series of structured steps for both praise and sanctions. All staff follow the guidelines fairly and calmly.

To gain a better understanding of our praise and consequence system we have illustrated 'Actions Have Consequences' posters in every classroom.

### Student Safeguarding Information

Safeguarding in South Dartmoor Academy is considered everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve. South Dartmoor aims to ensure that all students who use our school feel that they will be listened to and appropriate action taken if they are worried. Safeguarding is not just about protecting students from harm. For our school it includes things such as student safety, bullying, racist abuse and harassment, educational visits, internet safety etc

### What to do if you are worried?

- Tell an adult you trust – all staff are trained to know what to do.
- Mr Vile, Mrs Matthews, the Performance Leaders, Mr Hodges, and Mrs Whelan are trained to help you.
- We will listen and record your concerns.
- We will not promise confidentiality
- We will not judge you
- We will not share information with people who don't need to know
- We have a responsibility to deal with issues that students tell us

### Keep yourself E-safe

Learn to take responsibility for your own actions and develop your own judgment.

- Don't do secrets in your family
- Online contacts may not be who they say they are.
- Keep personal details private – eg address, tel number
- Use a family email address when filling in online forms.
- Never meet unsupervised with anyone you have contacted via the internet.
- Report concerns about conversations, messages and behaviour to your parents/guardians or another known and trusted adult.
- Report bullying online, by text or phone immediately to your parent or tutor.

## 3 C- System

**C1-** Teachers and TAs use a wide range of strategies to support positive behaviour and challenge students who are putting the learning environment at risk (see Bill Rogers tips and emotional intelligence section of the SDCC behaviour booklet on the S drive) **C1 is redeemable** Students should be actively involved in this process and encouraged to take personal responsibility for their behaviour.

**C2 OUT- Departmental Parking-** The student's presence in the room is harming the learning environment. They are sent to Student Reception to discuss the parking with the LT member on Duty. The teacher should **record C2-departmental parking in SIMs. The student will be returned to the lesson by LT member.**

**C2 IN –** Student is displaying behaviour that warrants a C2. The member staff feels that they are able to keep the student in the room without involving the LT member on duty. The student will receive a lunch time detention for both the C2 IN and OUT.

Students who receive two or more C2 parking's in a day will complete a C4 after college detention

Teachers are expected to engage in regular professional dialogue with their subject leader about any parking's. **If students refuse to follow the parking procedures, students will automatically be given a C5 internal exclusion.**

**C3- Sent to RA-** The student has behaved in an aggressive or dangerous way, or continued to cause disruption in C2 departmental parking, refusal to follow C2 parking. Students who are given a C3 are sent to **Student Reception** where they will begin the **restorative (RA)** process. Students will be given a lunch time detention, plus an after college detention the next day.

It is the **student's personal responsibility** to engage fully in this process and complete a lesson repair form.

- Explain what happened
- What they were thinking
- What they were feeling
- Who has been effected
- What needs to happen now

It is the **member of staff's personal responsibility** to engage fully in the restorative process

- Ensure that you make clear to the student the strategies that you have used and explain to them your reason for sending them to RA
- Send an account of what happened to student reception as soon as practical and copy in the Performance leader and tutor
- Let Student Reception know times when you are available for an RA meeting. The meeting will take place, where possible, before the next lesson with that student

The college Restorative Approaches team, will facilitate this process along with other trained staff and students. Fiona Goodchild (GDD) will work closely with the RA Coordinator to identify any learning needs and intervention required.

**Students will lose free time the next day at lunchtime. Other consequences may apply on further investigation of the incident. Parents are contacted as soon as possible by the Performance Team (coordinated by HDG and behaviour team).**

**C5- Internal exclusion** Students who have been involved in a serious incident or breach of the behaviour policy for which there is an on-going investigation or restorative process yet to be completed or students who have not responded to other strategies and whose actions necessitate isolation from the rest of the community. Teachers must set work for students in isolation as requested by the Behaviour Coordinator/Late School. A meeting with parents and PL and/or Provision/Specialist Provision Coordinator is set up and a support plan reviewed or put in place. The Principal or Assistant Principal – Director of Performance will support this process. **Any student in isolation will be required to hand in mobile phones.**

**C6 – Fixed term exclusion** SDCC only uses exclusion as a last resort. SDCC will exclude where a student's behaviour has seriously put others at risk and their continued presence on site would be to the detriment of an individual or the community (for example bringing drugs on to college premises). The Principal makes all decisions about exclusion.

### **Exclusion Protocol**

Exclusion is one of many sanctions that the Performance Team 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

### **Out of Lesson Responsibility**

The College is also aiming to ensure every student has an enjoyable and safe time at lunchtime. Therefore to enable this we are increasing the resources we to provide more positive activities, increased levels of supervision around the site at lunchtimes and are investigating reducing the areas

students are permitted to be in. This is in response to the Anti-bullying site survey conducted earlier this year with students.

### Personal Responsibility Cards

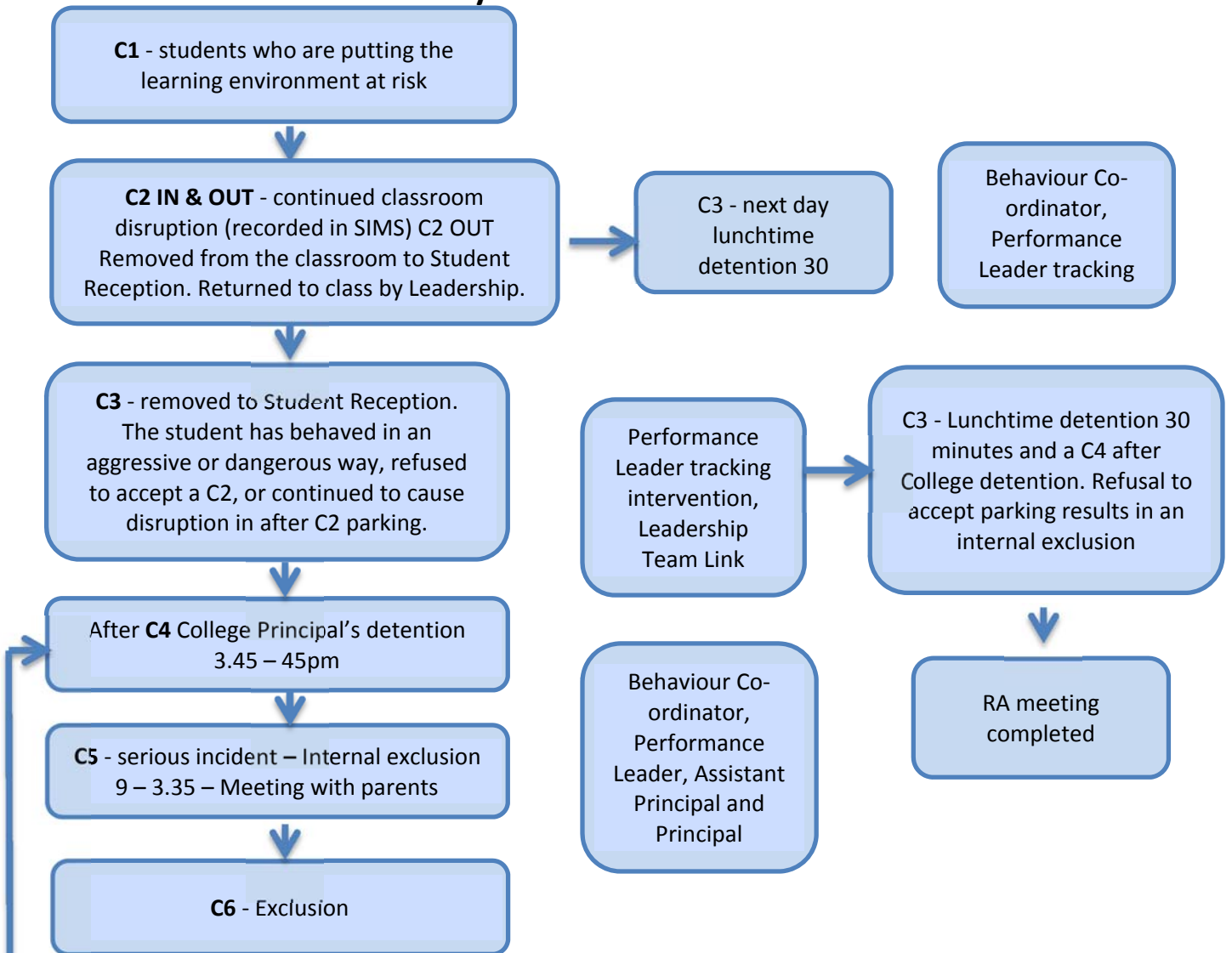
The use of the card will be extended as part of to include;

- uniform,
- out of bounds,
- eating in non-designated areas
- **Red card** = second issue in the week. Loss of 30 minutes during a C3 detention / restorative discussion.
- **White card** = two incident C4 in the week / Record incident with Student reception. After college C4 detention issued.
- All removed cards will be returned to students each Monday unless all removed before and will be returned the next day.

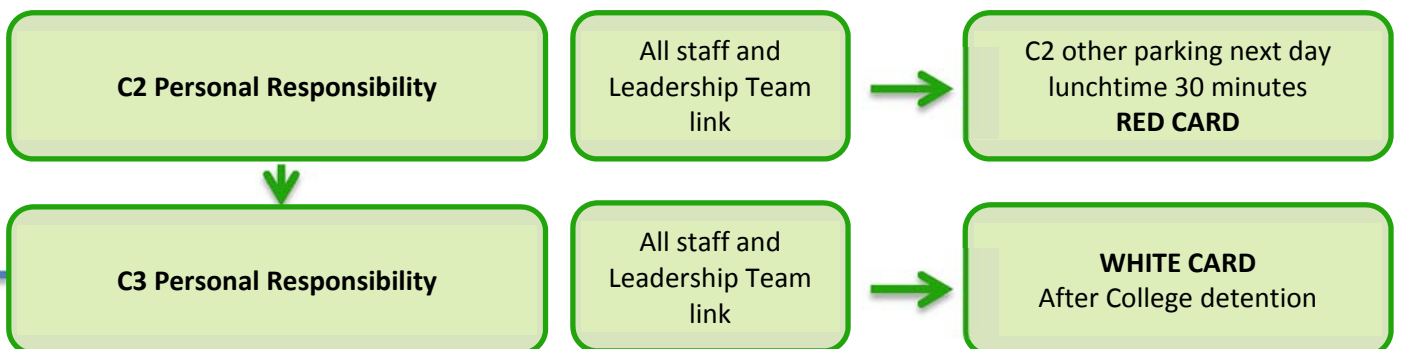
If a student fails to attend a **C4 detention**, an all-day **C5 Internal exclusion will follow until 3.35pm**



## C system - IN LESSON

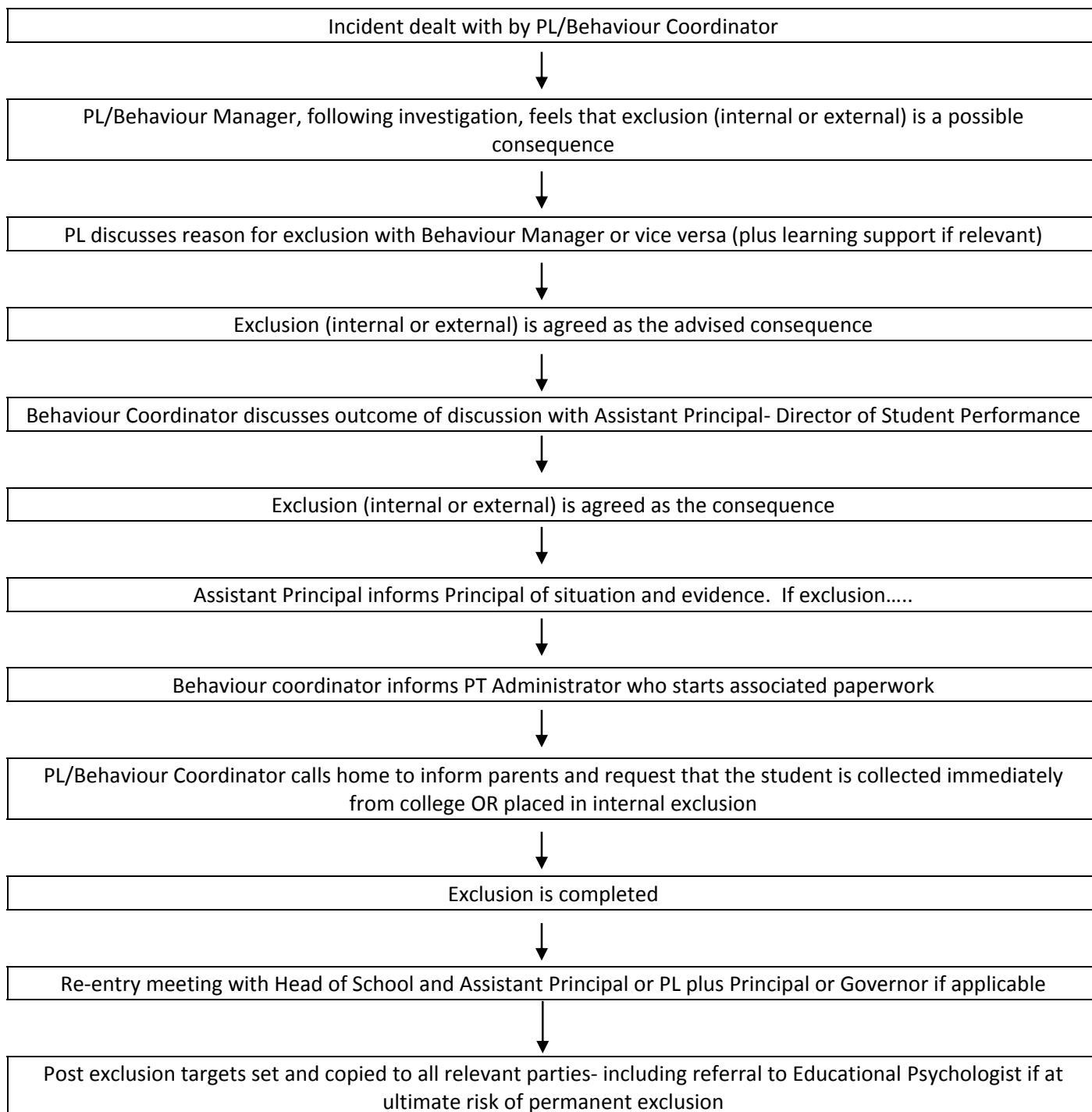


## OUT OF LESSON RESPONSIBILITY



# 4

## Exclusion Process



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 a reasonable request from a senior member of staff.
- Failure to wear College uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- 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.
- Failure to comply with the requirements of the 'Consequence System' see section 3 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- 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'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

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:

- a. serious actual or threatened violence against another student or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug or concerned in supplying;
- d. carrying an offensive weapon.
- e. 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 and disruption that may or may not be directly linked to the consequence system.

## 5

### **Adapted Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of an adapted partial timetable to support a student.

## 6

### **Screening, Searching and Confiscation**

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

In addition to the practice identified in the DfE guidance, South Dartmoor Community College also ban the following items and as a result are able to search students for them:

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.

## 7

### **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.

The College's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.

Electronic equipment, jewellery and other expensive items will be confiscated and held by the College for a period of one year. If, at the end of the year, the item has not been reclaimed then the College reserves the right to destroy the item.

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 the College finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

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.

## **8**

### **CCTV**

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

## **9**

### **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.<sup>1</sup>

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

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:

- Behaviour Policy;
- Child Protection 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 Assistant Principal for Student Performance, 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.

# 10

## 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 exclusion
Indirect verbal abuse of a member of staff	Minimum 1 day internal exclusion 9-3:35pm
Peer on peer abuse	Minimum 1 day internal exclusion 9-3:35pm
Malicious accusations against school staff	Minimum 1 day internal exclusion 9-3:35pm
Physical assault	Minimum 1 day exclusion
Spitting at another student	Minimum 1 day exclusion
Fight (both parties playing equal roles)	Minimum Internal exclusion 9-3:35pm
Inciting a fight/incitement	PCSO conversation (further sanctions pending investigation)
Filming fights and incidents	Minimum 1 day internal exclusion 9-3:35pm
Posting of video clips online	Minimum 1 day exclusion
Possession of a weapon	Minimum Internal exclusion (pending investigation)
Non-co-operation with staff	Minimum internal exclusion 9-3:35pm
Vandalism to College property	Minimum 1 day internal exclusion (further sanctions pending investigation)

## Drugs

Under the influence of substances	Minimum 1 day exclusion
Possession of drugs and/or paraphernalia	5 day exclusion
Supplying drugs or found to be concerned in the supply	Permanent exclusion
<b>Permanent exclusion will be discussed for any repeat offences</b>	
<b>Theft</b>	Minimum 1 day exclusion with a possible permanent
<b>Alcohol</b>	
Under the influence of alcohol	Minimum 1 day exclusion
Possession of alcohol	5 days exclusion, permanent for a repeat offence
Supplying alcohol	Permanent exclusion
<b>Mobile phones</b>	
1 <sup>st</sup> Offence	Confiscated for 48 hours
2 <sup>nd</sup> Offence	College ban, phone collected by parents
3 <sup>rd</sup> Offence	Parental meeting
<b>Racist/Homophobic comments (all comments are recorded and sent to Devon County)</b>	
1 <sup>st</sup> offence	Internal exclusion 9-3:35pm
2 <sup>nd</sup> offence	Internal exclusion – extended 9-5pm
3 <sup>rd</sup> offence	Minimum 1 day exclusion
<b>Bullying</b>	
1 <sup>st</sup> offence	Minimum 1 day internal exclusion 9-3:35pm
2 <sup>nd</sup> offence	Internal exclusion – extended 9-5pm
3 <sup>rd</sup> offence	Minimum 1 day exclusion
<b>Smoking</b>	
1 <sup>st</sup> offence	After College detention
2 <sup>nd</sup> offence	Internal exclusion 9-3:35pm
3 <sup>rd</sup> offence	1 day exclusion
<b>Offsite</b>	
1 <sup>st</sup> offence	Internal exclusion 9-3:35pm
2 <sup>nd</sup> offence	Internal exclusion – extended 9-5pm
3 <sup>rd</sup> offence	1 day exclusion
<b>Truantiing lessons</b>	
1 <sup>st</sup> offence	After College detention
2 <sup>nd</sup> offence	Internal exclusion and report card initiated
3 <sup>rd</sup> offence	Internal exclusion – extended 9-5pm
4 <sup>th</sup> offence	1 day exclusion

## Drugs

The misuse of drugs and other substances is a matter of public concern. Therefore, it would be totally irresponsible of South Dartmoor Community College to ignore the issue. Our aim is to prepare students in making healthy life decisions and it is important to have a common policy for dealing with those who misuse drugs in College.

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 Dan Vile

**Drug awareness meetings for parents will occur on a regular basis coordinated by Dan Vile. Staff responsible for co-ordinating Drug Education should be kept up to date with current trends by having access to courses and information.**

# **11**

## **STANDARD DISCIPLINARY PROCEDURES**

### ***Standard Procedure for Tobacco***

Students smoking, in association with smokers or in possession of tobacco will be dealt with in the following manner:

1. They will be offered advice and guidance.
2. The offending item will be confiscated and destroyed.

### **Smoking**

1 <sup>st</sup> offence	After College detention
2 <sup>nd</sup> offence	Internal exclusion
3 <sup>rd</sup> offence	1 day exclusion

3. An attempt will be made to establish the source of supply. This information will be acted upon.
4. Supplying tobacco to other students is a serious offence and will result in a fixed term exclusion and a meeting with parents and the Principal.
5. Any repeat of supplying tobacco can result in a managed move to another school, or further exclusion leading to permanent.

### ***Standard Procedure for Alcohol***

Students who are suspected of being under the influence of alcohol will be dealt with in the following manner:

1. It will be established if the student is in any danger from the consumption of alcohol. If so, the college first aider will take the appropriate action including consideration of the following contacting the local surgery, getting the student to hospital, calling an ambulance. Parents will always be contacted immediately.
2. Any remaining alcohol will be taken from the student.
3. An intoxicated student or one smelling of drink should not remain in contact with other students. Every step will be taken to establish if the student has a drink problem and needs help from outside agencies. All students will be offered advice and guidance.
4. The student will not be allowed back into College until sober and following a meeting in the company of their parent.
5. The student will be warned that a repeat of such behaviour may result in exclusion from College.
6. An attempt will be made to establish the source of supply. This information will be acted upon.

Students found in possession of alcohol in College will be dealt with in the following way:

- a) The alcohol should be removed from the student.
- b) Parents to be contacted and informed of the situation

### **Alcohol**

Under the influence of alcohol	Minimum 1 day exclusion
Possession of alcohol	5 days exclusion, permanent for a repeat offence
Supplying alcohol	Permanent exclusion

- c) The student will be warned that a repeat of such behaviour will result in further exclusion, a managed move to another school or permanent exclusion.
  - d) An attempt will be made to establish the source of supply. This information will be acted upon.
- Students who are found supplying alcohol to other students will be permanently excluded

### ***Standard Procedure for the use of Illegal Drugs and Solvent Abuse***

**THE STUDENT SHOULD IMMEDIATELY BE BROUGHT TO THE BEHAVIOUR CO-ORDINATOR, WHO WILL INFORM THE PRINCIPAL OR DEPUTY (IN THE PRINCIPALS ABSENCE)  
UNDER NO CIRCUMSTANCES SHOULD THE STUDENT BE LEFT ON HIS/HER OWN.**

- I. The student should be questioned concerning the nature and quantity of drug used and a decision made regarding their physical well-being. If they are in danger, appropriate action will be taken.
- II. The parents of the student should immediately be notified.
- III. As an offence has been committed, the local Police will be informed. It will be the decision of the Crown Prosecution Service whether legal proceedings will then take place. The college is not bound by the decision of the CPS and can take action based on evidence and the weight of probability.
- IV. The drugs will be given to the attending police officer to be disposed of appropriately.
- V. The student will be excluded from college for 5 days with a permanent exclusion to be considered by the Principal and Governors.
- VI. Re-admittance will involve interview with parent, student and the Principal and Governors. Re-admittance will only occur if there are extenuating circumstances, the student agrees to seek professional help and the parent

agrees to support him/her in this. The student will also give an undertaking that such behaviour will not re-occur.

VII. Any repeat will result in permanent exclusion from South Dartmoor Community College.

**IN THE CASE OF ILLEGAL DRUG DEALING THE OFFENDING STUDENT WILL BE PERMANENTLY EXCLUDED FROM COLLEGE.**

## 12

### **C3 - RA process – Removal from lesson**

Students report to Student Reception

#### **Restorative Coordinator**

1. Greet the student. Ask which classroom and teacher they have come from
2. Walkie Talkie the LT duty person and inform them of classroom and teacher
3. Ask the student what has happened and make sure that there are no immediate needs (eg medical)
4. LT duty person to complete incident form
5. Email the teacher who issued the C3 to inform them of safe arrival and that the incident is being dealt with, requesting report (cc subject leader, tutor and PL)
6. Start the restorative process
7. Student will complete lesson repair form with WHN
8. Liaise with HDG/SMN who will coordinate any investigations and organise any sanctions
9. Organise and facilitate an RA meeting
10. Record and inform all relevant parties of agreements and outcome
11. Student will complete one lunch time detention the next day

#### **Leadership Team Duty person**

1. Report on duty to student reception at the start of the lesson
2. Check any students who are in C4 internal exclusion
3. Ensure that they are in walkie talkie contact at all times
4. Visit any hotspots (areas advised by SLs)
5. C3-visit the teacher and classroom as soon as possible
6. Speak to the teacher, check that the rest of the class is working well.
7. Complete incident parking form
8. Liaise with HDG/SMN to ascertain possible further action
9. Support the RA coordinator if requested

#### **Behaviour Coordinator**

Liaise with RA coordinator and LT duty person re further action (investigations, sanctions, etc)

#### **Performance Leader, Provision Coordinator, Specialist Provision Coordinator**

Liaise and agree who will contact and meet parents as well as action further provision (support plans, etc)

## 13

### 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

## 14

### 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 Performance Leaders and the Provision Coordinators

In the case of a facilitated RA meeting, feedback will be given to all relevant people, and the details e-logged. **If the situation remains unresolved the event will be referred for re-assessment. Incidents resulting in C3, C4 or C5 will always result in an RA process unless it is deemed unsuitable due to the nature of the incident.**

Conflict resolution is nothing new and isn't a quick fix. It takes time and a great deal of patience.

## As a restorative community SDCC will

- Invest time, interest and support to enable the above to happen

At South Dartmoor Community College it will take us a number of years to develop this work to its true potential. We will need to embed the principles across the college. However in the long term we will enable members of our community to develop the social and emotional skills that allow them to handle conflict positively themselves and take responsibility for their actions and the resulting consequences.

## Emotional Intelligence

“Emotional Intelligence” refers to our ability to control those aspects of our lives that are associated with emotions.

Emotional intelligence (which is both intra- and inter-personal) should be acknowledged, nurtured and developed. Doing so will help provide our students with important skills for their personal and working lives and is a crucial factor in raising achievement.

All staff at SDCC are expected to model the ability to read and be sensitive to other people’s feelings and actively develop this skill in the students they work with.

At SDCC Learning Habits support and develop emotional intelligence including emotional awareness, accurate self-assessment and self-esteem.

Research suggests that

- Improving emotional intelligence improves academic achievement
- strong emotional reactions can overwhelm rational responses to situations and can “hijack” a rational, calm response. If we can control our initial impulsive response to a situation we are able to deal more effectively with it.
- Teaching Emotional Literacy can improve future parenting skills
- Emotionally healthy children are happier, more cooperative and learn more effectively
- no more than 25% of an individual’s success in his/her career is attributable to IQ

Key factors for our Community and the individuals within it

**Self-awareness** -Understanding our emotional responses gives us the potential to manage our emotional state

**Emotional control**- using strategies to control our emotional state helps us deal with stressful situations more productively and proactively manage our lives

**Self-motivation**- when we have a goal controlling emotions will assist greatly in achieving it (eg in the sense of “deferred gratification” and control of impulses) this can lead to a state of “flow” in which intense, productive, creative focus on tasks is possible

**Empathy**- The ability to recognise signs in others of how they are feeling is important if we are to establish good relationships with them. This leads to work that is more productive with staff, students, and parents and helps us to deal with conflict situations

**Handling relationships** Good understanding of emotions can help us to manage the emotions of others

Emotional skills: identifying and labelling feelings; expressing feelings; assessing the intensity of feelings; managing feelings; delaying gratification; controlling impulses; reducing stress; knowing the difference between feelings and actions

Cognitive skills: conducting an inner dialogue to deal with situations; understanding signs of emotional states; using problem-solving and decision-making strategies; understanding the perspectives of others; understanding norms of behaviour; adopting a positive attitude to life; developing realistic self-awareness

Behavioural skills: non-verbal; verbal

#### **All staff should**

- cater for the emotional needs of the students they work relative to their age and situation
- teach and model the positive articulation of feelings within the classroom as this improves the emotional atmosphere and also helps to defuse conflict situations
- actively get to know and understand the individuals that they work with
- use **LEARNING HABITS** in order to take full account of EI and the teaching of Emotional Literacy
- use **RESTORATIVE APPROACHES** to support good relationships

#### **Support**

At SDCC the environment should be one in which students feel happy, secure and able to manage their emotions effectively.

Some students with SEN and those with emotional and behavioural difficulties will require proactive intervention and support. The SDCC Learning Support Team play a crucial part in this process and will offer clear support and advice for staff as well as some in class support for students.

The role of the TA in the classroom is crucial in this process. Teachers and TAs working together effectively will enable the student to develop their emotional intelligence and in turn allow them to engage fully in lessons and realise their true potential.

## **15**

### **Anti-bullying Policy**

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 Performance Leaders.
- Performance Leaders will make an initial assessment of the incident to decide if a Restorative Approach is suitable. This may entail the Performance Leader 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. Performance Leaders 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 Performance Leader. 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 Performance Team and Behaviour Manager.

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/Performance Leader
- 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.

(Further advice can be found in appendix B: Advice to Parents)

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.

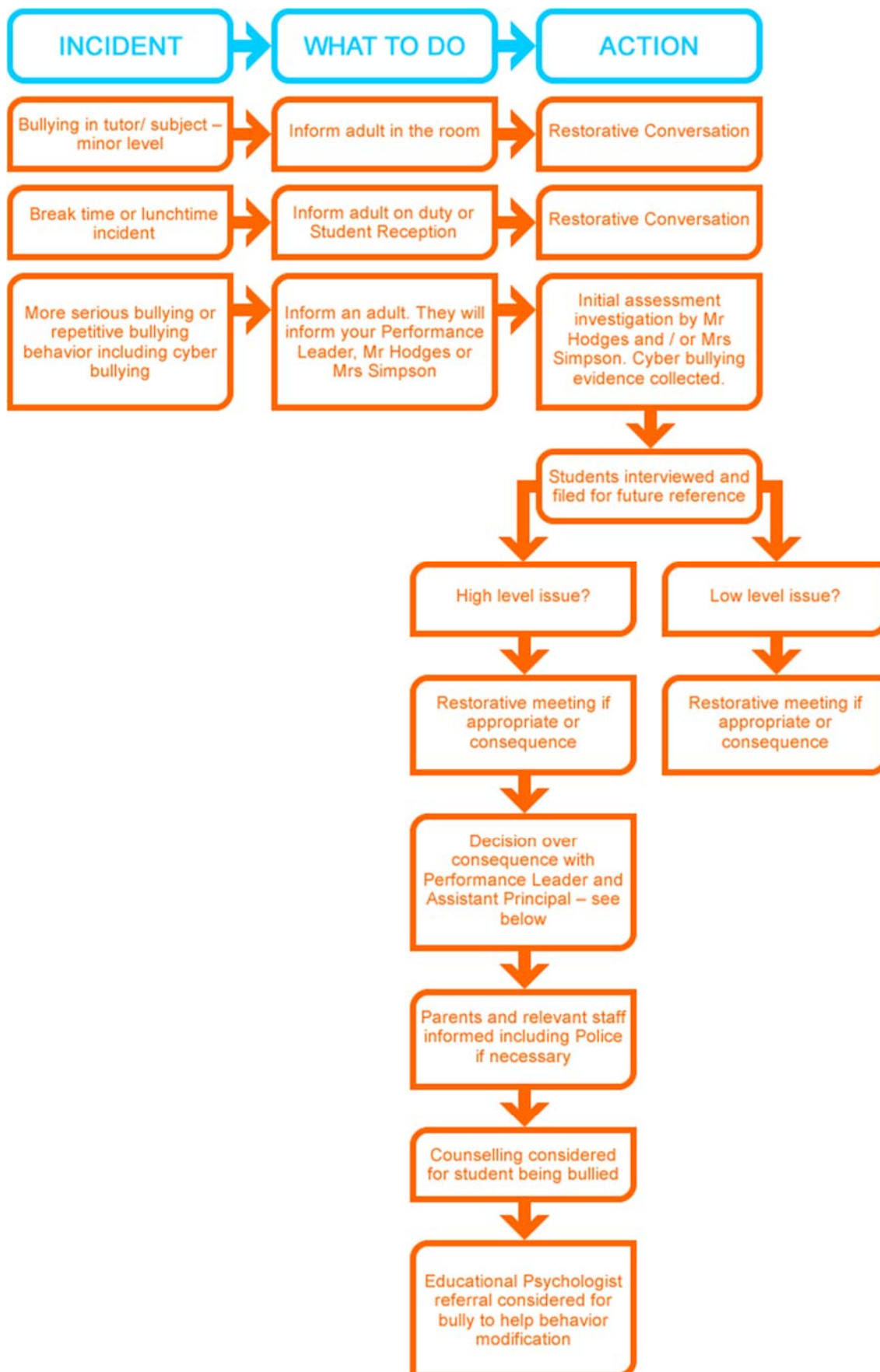
Staff monitor the loading and disembarkation of buses each morning and afternoon. If students or parents have concerns about bullying they can speak to staff at these points.

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 Mr. Hodges if they have any concerns regarding bullying or behaviour on the buses, or contact Devon Transport direct.

Please refer to bus and travel policy.

## **Reporting Bullying - What Will Happen?**



## Consequences

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:

### **Bullying**

1 <sup>st</sup> offence	Minimum 1 day internal exclusion
2 <sup>nd</sup> offence	Late School
3 <sup>rd</sup> offence	Minimum 1 day exclusion

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 Performance Leader.

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 Assistant Principal and the Performance Leaders using the data gathered.

### **EVALUATION**

This should be undertaken by:

Using data from monitoring and feedback from staff, parents, students and governors the policy will be reviewed and updated bi-annually.

Evaluation to be coordinated by the Assistant Principal and a report prepared annually for the Governors.

## **DEFINITIONS OF BULLYING**

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: Don't Suffer In Silence.DfE 2000)

### **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 Performance Leader 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 from the support websites such as [www.beatbullying.org](http://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 hope 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.

## **17 Safeguarding**

### **Child Protection - Everyone's Responsibility**

#### **Protection of students**

Protection of students at risk is an extremely important issue and the College has considerable responsibility when a student is considered at risk. If any member of staff is concerned about a student's well-being, emotional or physical, and/or has worries about their safety either from their own or others' actions (others include adults and young people in and out of college)

The College procedure is as follows:

- Discuss concerns with the student's Performance Leader or the Director of Student Performance
- Concerns must be reported as soon as possible. It is much better to share a concern or worry than to keep it to yourself
- The Director of Student Performance and PL will make a decision as to whether outside agencies should be involved. This will usually be following advice from the Child Protection Threshold Team (CYPS)

- Write down as soon as possible what the student has told you, including the time, date, and names of other people involved
- Confidentiality should never be promised, you have a legal obligation to share any concerns that involve a child being harmed or at risk of harm
- The student's welfare is paramount
- The Designated Safeguarding Lead - Dan Vile Assistant Principal
- If the concern relates to the conduct of another member of staff this must be reported to the Principal or the Director of Student Performance

Where to get further information and advice:

- Dan Vile - Assistant Principal/Designated Safeguarding Lead
- Chris Hodges - Deputy Designated Safeguarding Lead & Behavioural co-ordinator
- Kirsty Matthews - Head of Sixth Form
- Adam Fox and Jared Baldwin – Head of Years 12 & 13
- Performance Leaders
- View the Child Protection poster to identify which members of staff are available to contact.