

# BEHAVIOUR FOR LEARNING POLICY

*All students have the right to learn and all teachers the right to teach in a mutually respectful and safe environment.*

## Mission Statement

We will be uncompromisingly focused on ensuring every individual is successful.

1. **Excellence** – We will provide students with opportunities in which to excel, to empower them to make free choices as a foundation for the best possible future; with outcomes in line with or better than their peers nationally.
2. **Equality** – We will provide high quality teaching and learning, delivering a broad, knowledge rich curriculum, where high aspirations are the norm and success is celebrated, to all students regardless of their background, ethnicity, religion, gender, educational need.
3. **Truth** – We will pursue truth open-mindedly, seeking to help students to enquire, question and challenge, helping them to be well-rounded, resilient, confident, independent learners with a love for learning.
4. **Respect** – We will create a safe community that has at its core an understanding of deep respect for self, for others and for the environment; strong relationships are key.

<b>Executive Head teacher:</b>	Jen Veal
<b>Lead Officer:</b>	Dan Vile, Assistant Head teacher (Culture).
<b>Lead Governor:</b>	Sarah Huddleston It is Governors' responsibility to monitor provision and ensure strategic implementation of the policy.
SDCC & the Atrium e-reviewed this policy: September 2022	
SDCC & the Atrium's Governing Board ratified this policy: 10 November 2022	
This policy will be formally reviewed annually.	

# South Dartmoor Community College

## AIM

South Dartmoor Community College has clear and high expectations of student behaviour, educating students for life to produce tomorrow's responsible citizens. The aim of this policy is to ensure that students and staff have a **caring, safe and secure** environment and to establish a positive climate for learning that enables students and staff to achieve the highest standards of learning and teaching.

The (EEF, 2019:9) points out "*being aware of events before their effect becomes extreme, there is more of a chance of mitigating any negative change.*" In other words, to help students shift their mindset from a fixed 'I can't' attitude to a more positive 'I can' growth mindset through protective factors, such as: providing a sense of belonging and value; offering early help; and creating consistency and predictability in the classroom.

## RATIONALE

This policy is built by the shared commitment of all members of the community to:

- Ensure the safety and well-being of all members of the community and maintain an appropriate educational environment in which all students can learn and succeed.
- Reduce the need to use exclusion as a sanction; we wish to maximise life chances. We recognise that exclusion will impact on the learning and progress of an excluded student.

The main principles and values embedded in this policy relate to our four whole school values:

**Truth, Respect, Equality and Excellence.**

## OBJECTIVES

The objectives of the policy are as follows:

- Discipline should be understood within a framework in which students may seek a balance between individual freedom and responsibility for others in the school community.
- Students should know what is expected of them, through assemblies and the Personal, Social Health and Education (PSHE) programme.
- Students should be encouraged to strive for high standards, using the reinforcements of positive behaviour by praise and reward at every opportunity.

## CONFLICT

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. This can be done through Restorative Approached conversations.

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 behaviour in the first place, the real need of the child/adult can be addressed. The framed discussion and questions allow both parties to respectfully explain their part, with a high degree of safety offered by the structure.

## PRAISE AND CELEBRATION

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose across both the Atrium and South Dartmoor communities, including:

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- Verbal Praise;
- Achievement Points (via Class Charts);
- Praise shop;
- Positive Comments in exercise books;
- Phone Call Home;
- Postcard Home;
- Letter of congratulations home (excellent work, attendance, a specific achievement, etc);
- Certificates;
- Celebration Assemblies;
- Student of the month;
- Year group competitions;
- Nominations - Progress, Effort & Achievement;
- Publication on the School Twitter feed;
- Weekly student 'shout outs'.

### CORE VALUES AND LESSONS EXPECTATIONS

In order for students to be able to demonstrate our core values in the classroom, behaviour expectations need to be achieved 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 the Students.

Students 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 that makes them ready to learn. Therefore, learners need to understand that when they are not demonstrating positive values (**Truth, Respect, Equality and Excellence**), staff will be challenging them. This challenge will be through **Stepped Sanctions**.

**Stage 1 First Warning and action** - Teacher warns the student very clearly that their behaviour is disruptive and is affecting their ability to teach the lesson and the rights of other students to learn. They tell the student they are on a stage 1 warning and write the student's name on the board. There will be an action as a consequence of the warning eg moving seats.

**Stage 2 Internal bridging** - The Teacher states clearly to the student that despite 1 previous warning their behaviour has again disrupted the teaching and learning and therefore the student has lost their right to remain in the lesson. The student is sent to the bridging room. The Behaviour Manager will triage the bridging. For students who have been bridged in stage 1 (bridged 1 – 3 times) will be sent to the library to work with a member of the Pastoral team.

Reasonable adjustments will be made for students with identified and specific learning needs, including students receiving external agency support.

Please read in conjunction with the **intervention and consequence hierarchy**.

### YEAR 7 STUDENTS

We recognise that the extremely high expectations for behaviour for learning, can take some time to adjust to. Therefore, we operate a phased-in approach with year 7 students each September. The following will apply:

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**Week 1** - The staff operate a dry run with the students, pointing out where warnings would be given and what would result in being sent to the bridging room. No student will be sent to the bridging room.

**Week 2** - Any student sent out of lesson will go to the bridging room to speak to the Behaviour Manager. The student will complete the bridging in the library for one session only.

**Week 3** - Students will follow the full bridging process.

### OUT OF CLASS BEHAVIOUR AND CONSEQUENCES

Students will be given no warnings for poor behaviour outside the classroom. Students who receive two or more warnings within a week will complete a Friday after school detention in the Bridging room.

### USING COMMON LANGUAGE

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

“Adam, I’m, giving you a warning as you are talking and not following our agreed ‘behaviour for learning expectations’. You need to be ‘ready to learn’ for the rest of the lesson. **That is a first a reminder**”.

“Adam you are not following instructions regarding one voice, please go **straight to the bridging room**”.

### BEHAVIOUR OFF-SITE

At South Dartmoor Community College, we have high expectations of the behaviour of our students when off premises. This includes behaviour on activities arranged by the school site, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing our uniforms in a public place. As such, this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or courses.
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the College.
- To provide protection to individual staff from harmful conduct by students of both schools when not on the school site.

To that extent, both schools will:

- Work with transport providers to agree how behaviour on public transport should be addressed.
- Make explicit statements about how rewards and sanctions (including loss of access to transport) can improve behaviour.
- Make our expectations of out of school behaviour clear through the assembly curriculum.
- Work with Work Experience providers and Colleges to ensure the school and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct.
- Liaise with members of the local community such as, retail staff, local residents and Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- Ensure that all parents/carers and students are clear about behaviour standards on school trips through letters and formal meetings.

### INTERNAL SANCTIONS

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## Alternative Sanctions

Possible alternative sanctions are available which may be appropriate. Examples of alternatives to suspension that the schools may use include:

- Internal bridging;
- Leadership bridging;
- External bridging to another school within the WeST trust;
- Managed move. If the school feels that it can no longer manage the behaviour of a particular student, the school may ask another school to take over his or her education. A managed transfer will only take place with the agreement and support of both the parents/carers and the 'receiving' school;
- With the agreement of the Local Authority, a student may benefit from an extended period attending alternative provision.

## Internal Bridging

A student may be excluded from lessons and/or including breaks but remain in the school, as an internal bridging. The Local Authority (LA) does not need to be informed but parents/carers will be informed via Class Charts. These internal bridging will be recorded in the conduct log within Class Charts.

## External Bridging

A student may spend time at another WeST school for one day. The student would spend time in the behaviour room of the nominated WeST school. The Local Authority (LA) does not need to be informed but parents/carers will be informed. These internal bridging will be recorded in the conduct log in SIMS.

## TYPES OF SUSPENSION

### Suspension

The Executive Head teacher has the authority to suspend a student for a fixed period of time. Parents/Carers will be notified, explaining why the student has been suspended, how long the suspension is for and when the student is to come back to the school (with a parent/carer for a reintegration meeting prior to returning). The Executive Head teacher will not normally exclude a student from a Public Examination.

The Executive Head teacher may suspend a student for one or more fixed periods. The school will give a suspension for the shortest time deemed necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the student to reintegrate into the school.

Ofsted inspection evidence suggests that 3 days is usually long enough to secure the benefits of suspension without adverse educational consequences. However, will give longer suspensions where they consider it necessary in view of the following factors:

- the message it wants to give to students;
- the previous record of the student being suspended;
- the recent context of the student's behaviour within the school;
- the previous sanctions used;
- the nature of the incident(s) for which a suspension has been given.

Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite suspension, for which no legal arrangements exist. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

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Suspensions of over five days are a response to incidents of poor behaviour which are exceptionally serious in nature. By day six of a fixed-period of suspension, the student will continue his/her education at an alternative establishment arranged by the school.

Under the conditions of the suspensions, parents/carers are responsible for ensuring that their child is supervised in their education at home and are not present in a public place during academy hours. This is in accordance with Section 104 of the Education and Inspection Act 2006.

If a suspended student is present in a public place during the dates of the suspension, the parent can be seen to have committed an offence under Section 103(3) of the aforementioned Act and could be liable to prosecution or a fixed penalty notice.

### Permanent Exclusion

The Executive Head teacher may decide that an exclusion is to be permanent and has a duty to notify parents without delay in writing and should draw attention to relevant sources of free and impartial information. The Local Governing Board must then consider the Head teacher's decision within 15 school days. Reasons for permanent exclusion may include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse, harassment or assault;
- supplying behaviour changing substances/drugs;
- carrying an offensive weapon;
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) and behaviour placing others at risk of harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline, safety and wellbeing of the school.

Before deciding whether to exclude a student permanently, the Executive Head teacher will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies and, where applicable, the Equality Act 2010;
- allow the student to give their version of events and take account of any contributing factors;
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- if necessary consult others, but not anyone who may later have a role in reviewing the Head teacher's decision, for example a member of the Governing Body, a member of the school's Leadership Team will lead on the investigation of an incident and then report to the Head teacher with the full details;
- when establishing the facts in relation to an exclusion decision apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head teacher should accept that something happened if it is more likely that it happened than that it did not happen;
- If necessary, withdraw an exclusion that has not been reviewed by the Local Governing Board.

The Executive Head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period suspension is followed by a decision to permanently exclude the student);
- any suspension which would result in the student being suspended for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension which would result in the student missing a public examination or national curriculum test.

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### FACTORS TAKEN INTO CONSIDERATION IN A DECISION CONCERNING SUSPENSION

#### Suspension

Suspension may be imposed immediately if there is an immediate threat to the safety of others in the school or the student concerned. The student may be asked to work in the bridging room until such time as an investigation has been carried out or until the end of the day prior to suspension.

Before deciding whether to suspend a student for a fixed period, the Executive Head teacher will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies and, where applicable, the Equality Act 2010;
- allow the student to give his or her version of events;
- check whether the incident may have been provoked, for example by bullying or by other students;
- if necessary consult others, but not anyone who may later have a role in reviewing the Head teacher's decision, for example a member of the Governing Body;
- it is usual for a member of the Leadership Team or Head of Year to lead on the investigation of an incident and then report to the Head teacher with a recommendation concerning the exclusion;
- if satisfied that, **on balance of probabilities**, the student did what he or she is alleged to have done, the Head teacher may exclude the student. The civil standard of proof should be applied ie 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

#### Students with Special Educational Needs or Disabilities (SEND)

Other than in the most exceptional circumstances, the school will endeavour to avoid permanently excluding students with Education, Health and Care Plans. We are committed to taking into account a student's SEND when considering any form of exclusion. This includes having regard to the SEND Code of Practice and relating policies. Reasonable adjustments will always be implemented.

#### Children Looked After

We are committed to proactively supporting and co-operating with carers and the Local Authority in doing everything reasonable to avoid excluding a Child Looked After. As a result, the suspension of children in care will only take place in exceptional circumstances. No child in care will be suspended from the school without discussion with the Local Authority to ensure that there is suitable alternative provision available elsewhere.

Suspension will not be used for:

- minor incidents such as failure to do homework;
- poor academic performance;
- lateness;
- pregnancy;
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except when these are **persistent** and in open defiance of such rules. Students may be placed in internal bridging for failure to adhere to the school's rules regarding uniform and appearance.

#### Re-Integration of suspended students

Re-integration meetings will be held for the student and parents/carers following any suspension and before they can return to normal lessons. These meetings will be supportive and restorative in nature and will usually be held with the Head of Years and /or member of the Leadership Team.

Please view the Intervention and Consequence hierarchy for all fixed sanctions.

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### **SCREENING, SEARCHING AND CONFISCATION**

Please refer to the DfE guidance 'Screening, Searching and Confiscation July 2022. Advice for Head teachers, staff and governing bodies'.

Any item brought into school with the intention of the item being sold or passed on to other students or has the potential to cause disruption or harm will be confiscated.

### **CONFISCATION**

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 ie drugs must be brought to the attention of a senior member of staff immediately and secured and an incident report completed.

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

Where alcohol has been confiscated the school will retain or dispose of it. This means that the school 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 school finds controlled drugs, the police will be notified as soon as possible. Parents and carers will be informed of any Police involvement.

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 Head teacher 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 school 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 (ie 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 Pastoral team and ICT manager.

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 school carries out its own investigation.



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South Dartmoor Community College may use CCTV across the site 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 school 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 Executive Head teacher has temporarily put in charge of students.

We recognise 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 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 2022.

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.

Under what circumstances may reasonable force be used?

Reasonable force will 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

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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 Executive Head teacher, and complete the relevant paperwork.

The paperwork 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 Executive Head teacher 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 and the use of vapes.

### 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 school premises are a designated no smoking area. Students are not permitted to smoke, possess cigarettes, tobacco products or e-cigarettes/vapes on site nor on the way to and from school.
- Students, who are found with tobacco, smoking in or around the site or seen in association with other students smoking, should be taken to student reception.
- Parent/Carer will be informed.
- Any tobacco or smoking paraphernalia will be confiscated and destroyed.

### Alcohol

- Alcohol must not be brought into or drunk on site by any student. Students must not attend site or any school activity under the influence of alcohol.

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- 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.
- Parent/Carer must be contacted immediately.
- Any alcohol found will be confiscated and destroyed.

### **Solvent**

- Students are not permitted to bring solvents and aerosol sprays (students can use roll on deodorants) into site (including those issued within PE). Students must not attend site or any school 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 on site or on the way to or from school. 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 schools 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 Executive Head teacher must be informed immediately of any incidents involving illegal drugs.

### **E-SAFETY**

South Dartmoor Community College aims to protect and educate the students and staff in their use of technology in its various forms. Technology can offer enormous 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

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We insist that all inappropriate use of ICT and E-safety issues stated below are reported.

- **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.

### ANTI-BULLYING

In every school bullying is a reality for some students. 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, eg via text-messaging, email and the internet.

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 both schools will not tolerate the disruption of a student's education and well-being by the behaviour of another student or students.

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 incidents are dealt with consistently.

- Bullying within a tutor or subject group on a 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 the Pastoral team.
- The Head of Year (HOY) will make an initial assessment of the incident to decide if a Restorative Approach is suitable. This may entail the Pastoral team interviewing all students involved or, if appropriate, them passing the case onto another member of staff, eg the Pastoral team, to do so. Details of interviews are kept and filed for future reference.
- Where appropriate a restorative conference will be held. This would be organised by the Pastoral team. 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. Pastoral team may refer students to school counsellors. Equally, the bully may need help to modify their behaviour 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 Pastoral team who will liaise with the appropriate HOY. Incidents of this type may lead to a suspension. Police will be involved where appropriate.

### LATENESS

#### Lateness to school

##### **School starts at 8:40am – School gates are closed and locked**

Students are expected to be in school, in their tutor room, for registration at 8.40am. A warning bell sounds at 8.38 to support students being punctual to tutor time.

##### **Any student who arrives late after 8:40am**

Students arriving after 8:40am must sign in at Reception. Students will receive an "L" code in the register. This will be monitored by the Tutor and Head of Year. Unless there is a good reason, students will be issued with a Break 1 same day detention.

##### **Any student who arrives late after 9.05am**

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The student will receive a "U" code in the register, which is an unauthorised absence. Unless there is a good reason, students will be issued with a same day after school detention (3:15-3:45).

### **Lateness to lessons**

#### **Any student who arrives 3 minutes late to a lesson**

Unless there is a good reason, students will be asked to go straight to the bridging room for the remainder of the lesson. Parents will be informed. Students will be issued with a Break 1 detention.

Students who receive two or more lates to lesson in one week, will receive a Friday senior detention (3:15-4:15). Lateness to school and/or punctuality letter will be sent to parents and carers.

### **SEND**

South Dartmoor Community College, we ensure that we do not discriminate - through application of the Behaviour for Learning Policy - against students whose apparent inappropriate behaviour may be a function of their particular need.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence: eg an automatic suspension for a student who swears at a teacher might put the school at risk of discriminating against students with a particular need. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom the swearing may be 'related to their disability'. Therefore, when intervening with apparent inappropriate behaviour all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

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