

Behaviour for Learning Policy 2026-2027

South Dartmoor Community College

Mission Statement

Westcountry Schools Trust (WeST) holds a deep-seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all of the students and adults we serve are given every opportunity to fulfil their potential and succeed in life.

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

Person(s) responsible for updating the WeST template policy:	Roger Hutchinson – Lead Practitioner in Behaviour and Coaching
Person(s) responsible for updating this school-level policy:	Dan Vile, Assistant Headteacher
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WeST Vision, Mission and Values

[Westcountry Schools Trust - Our Vision, Mission and Values](#)

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 Behaviour for Learning policy for South Dartmoor works alongside the Framework set out by the Trust's shared expectations for creating calm, safe, inclusive and disruption-free learning environments across all schools. It is grounded in positive relationships, explicit routines, fair and proportionate responses, reasonable adjustments and a graduated approach to support. The framework aligns with statutory expectations and provides a common basis for school-level behaviour policies, governance scrutiny and Trust-wide quality assurance. All staff share responsibility for maintaining high standards so that every pupil can learn, belong and succeed.

DfE *Keeping Children Safe in Education 2026* (comes into force from 1 September 2026; schools should continue to use KCSIE 2025 until 31 August 2026)

This policy and the WeST behaviour framework has been reviewed against KCSIE 2026 expectations most relevant to behaviour practice, including Family Help, safeguarding risk and needs assessment, child-on-child abuse, serious violence, mental health, information sharing, alternative provision, online safety, mobile phones, generative AI and secure transfer of safeguarding information.

Guiding Principles

1. **Strong pupil conduct, both in lessons and throughout the school**, is essential for creating a safe, calm and encouraging environment where every child can feel secure, participate fully and thrive academically and personally.
2. **Connect before correct** – positive behaviour stems from mutual respect and strong, trusting relationships between staff and pupils. Staff should consistently model professionalism, compassion and high standards, actively encouraging good behaviour.
3. **We never assume that pupils automatically understand how to behave**. Each pupil is unique, with different experiences at home, in the community and in previous schools. We therefore teach expected behaviours clearly and explicitly before correcting behaviour. This approach forms part of our behaviour curriculum and aligns with DfE Behaviour in Schools guidance.
4. **Public praise, private criticism – uphold dignity and respect at all times**. We respond consistently to positive behaviour through recognition and reward, and to negative behaviour through proportionate consequences.
 - a. We actively recognise and encourage positive behaviours.
 - b. We set clear boundaries and use proportionate sanctions when expectations are not met, while ensuring that responses remain fair, consistent and focused on helping pupils make better choices.
5. **Our goal is to help pupils succeed, not find fault**. This approach guides our focus on preventative support and early intervention for those needing extra guidance.
6. **Behaviour routines at WeST schools are straightforward, transparent and understood by all stakeholders**. These routines are systematically taught to establish and reinforce expected behaviours for all pupils, ensuring clarity and consistency for pupils, parents, carers and staff.

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.

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- 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 the South Dartmoor community, including:

- Verbal Praise;
- Achievement Points (via Class Charts);
- Praise Shop;
- Positive Comments in exercise books;
- Phone Call Home;
- Postcard Home;
- Certificates;
- Celebration Assemblies;
- Year Group Attendance Competitions;
- Nominations - Progress, Effort & Achievement;
- Publication on the School Twitter feed;
- Daily Student 'shout outs' (morning welcome).

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 does reflect our school values in a positive manner (Truth, Respect, Equality and Excellence).

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. The student will be reminded of the warning reason by a symbol on the board. There will be an action as a consequence of the warning eg moving seats.

Stage 2 Internal reflection - The Teacher states clearly to the student that, despite one 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 Reflection Room. The Behaviour Manager will triage the reflection time. Students will remain in the Reflection Room for two full sessions and a break.

Students who receive a lesson reflection session 5 will return to the Reflection Room the next morning. Students who fail the reflection room will receive a pre-suspension call home with the aim of keeping the student in school. If the call fails and poor behaviour continues, the student will be suspended for one day.

Reasonable adjustments: There will be small number of students who will complete a triage within our SEND Hub. In these circumstances, students may stay within the SEND hub depending on the type of behaviour demonstrated. If the behaviour is deemed to be unrelated to a SEND need, the student will be sent to the reflection room.

Students who fail the reflection room expectations will have a pre-suspension call. This is to avoid the student having to be suspended from school. If, appropriate, the parent/carer will be asked to attend school to settle the student. If a student continues to display poor behaviour, the student will be suspended. If behaviour escalates quickly, students can move directly to suspension without a pre-suspension call.

Students who return from a suspension will two lessons and a break in the reflection room as part of the reintegration process.

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 2026**.

Persistent poor behaviour – assessing and meeting need

South Dartmoor follows a 'waves' of support model, providing a graduated approach to meeting behavioural need:

- **Wave 1 – Universal.** This includes proactive behaviour training as defined above, and universal sanctions and praise mechanisms that could apply to any pupil.
- **Wave 2 – Additional Support.** A deeper assessment of need, including diagnostic testing where appropriate, such as dyslexia screening, literacy assessments, attendance review, SEND review or early safeguarding consultation, followed by tailored interventions. These may include adapted timetables, consideration of friendship or class groupings, targeted pastoral support, increased parental involvement and, where appropriate, community-based early help.

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- **Wave 3 – Targeted and External Support.** A more specialist assessment of need, including engagement with educational psychologists, CAMHS, youth intervention teams, targeted Family Help, local authority children's social care where thresholds are met, or other relevant external agencies.
- **Wave 4 – Acute Support (including risk of permanent exclusion)** While the graduated response model provides a framework for assessing and responding to behavioural need, some interventions and provision may be used at different stages depending on a pupil's circumstances, identified needs and the desired outcomes.

In line with DfE guidance, schools should consider the most appropriate intervention at the earliest opportunity and should not view support provision as a fixed sequence of escalating sanctions.

Core Routines for Success

Although each school sets routines based on local needs, all WeST schools are encouraged to teach these core routines for success explicitly:

- **Prepare for the school day** (packing their bag the night before).
- **Travel to and from school** – pupils are regularly given guidance on how to behave while using transport to and from school, particularly school buses and public transport.
- **Pupils wear their uniform with pride** and adjustments, or replacement items are provided where needed. This is a consistent expectation across all WeST schools, but staff should refer to the individual school uniform policies for details.
- **Assemblies** – assemblies are a visible expression of whole-school culture. Expectations should be clear, consistently taught and applied in accordance with any mutually agreed reasonable adjustments.
- **Lining up** – pupils line up in single file and, where appropriate, in silence at designated locations, including at the start of lessons, for assemblies and roll calls.
- **Being on time for lessons** – pupils are expected to attend lessons on time or with a note explaining the reason for lateness.
- **Threshold** – staff stand at the threshold of their classrooms, warmly greet pupils, check that pupils are ready to learn and ensure that their uniform is correct before they enter the room.
- **'Strong start' and entering a classroom through the threshold** – pupils enter in silence and begin a structured starter activity.
- **Effective whole-class attention techniques** include signal-pause-insist strategies, such as "team stop" in primary settings, and common routines such as "Eyes on me. Silence in 3, 2, 1. Thank you." Staff also frontload instructions and use effective teacher positioning.
- **Asking and answering questions** – staff follow the principles of expert questioning, including approaching open and closed questions differently and checking for understanding using Cold Call, mini-whiteboards and turn and talk.
- **Purposeful circulation** – staff use early check-ins for key pupils, 3-30-30 and proximity to ensure pupils are focused on task and supported quickly where needed.
- **Silent independent practice** – staff set independent tasks as silent by default where this supports focus and learning.
- **Ending lessons and organising efficient exits** – staff teach pupils how to pack up and exit a lesson calmly and in an orderly way. These routines are fundamental to the behaviour curriculum that schools teach.
- **Transitions and corridor movement** – movement is calm and purposeful at all times, and nudges such as signs, arrows and lines on the floor are used to support expectations.
- **Class and breaktime conduct** – movement is calm and purposeful, and interactions between pupils follow a "hands off" approach.

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 reflection room. No student will be sent to the reflection room.

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

Week 3 - Students will follow the full reflection process for negative behaviour in the lesson.

Daily Morning Welcome

To support students each morning, students will attend morning welcome at 8.40 am. Students will have all barriers to learning removed before students attend their tutor room for reading. Students will be provided with uniform and equipment.

Purpose (The Why)

- To ensure students have barriers to learning removed before registration (equipment/uniform).
- Provide a warm and welcome start to the day.
- Celebrate student success.
- Discuss weekly attributes aimed at developing aspirations.
- Develop character.
- Provide key messages.
- To ensure reading curriculum and lessons are not disrupted.
- To develop a sense of community and belonging at the start of the day.

OUT OF CLASS BEHAVIOUR AND CONSEQUENCES

Students will be given no warnings for poor behaviour outside the classroom. Students who receive a warning will complete a lunch detention for 20 minutes. This will be recorded on Class Charts.

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 reflection 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, bus stops; and behaviour when wearing our uniform 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 when not on the school site.

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Devon County transport will issue bus warning letters for any behaviour that is unsafe and which the College deem below our expected standards. Students who repeated demonstrate poor behaviour will be banned from travelling. This be a decision take by the Local Authority.

To that extent, we 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

Alternative sanctions

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

- Leadership reflection time.
- Pastoral reflection.
- **Managed Move** – a voluntary and permanent transfer to another mainstream school where this is in the pupil's best interests. Managed moves must remain voluntary, must not be coerced and must not be presented as the only alternative to permanent exclusion.
- **Off-site Direction** – a temporary placement in another education setting or Alternative Provision provider designed to improve future behaviour and support successful reintegration. This is a preventative intervention rather than a punishment for past behaviour and should be accompanied by clear objectives, review arrangements and reintegration planning.
- Internal suspension (held within the Reflection Room).
- Directed off-site provision. 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 alternative provision -based provision designed to provide targeted support, improve engagement, address barriers to learning and strengthen successful participation in mainstream education.
- After school detention with HoY.
- Lunchtime detentions (20-minute detentions).
- **Safeguarding Separation** – a separate, non-disciplinary safeguarding measure that may be used where a pupil needs to be kept apart from another pupil or group of pupils because of an allegation of harm and the risk cannot be safely managed on site. Consistent with DfE *Suspension and Permanent Exclusion* (July 2026) and *Keeping Children Safe in Education*, it should be used only where necessary, be time-limited and reviewed regularly. It must not be used for behaviour management, as a behaviour sanction, as part of a disciplinary investigation, or recorded as a suspension. Clear records and appropriate educational arrangements must be maintained throughout.

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Suspension and Permanent Exclusion

See [Exclusion Policy](#) for full details.

Suspension

It is the Headteacher's and/or Head of School's duty to inform parents about a suspension. If a pupil is given a suspension, parents must be notified in writing without delay in line with the DfE guidance. Parents should also be informed of their right to make representation about a suspension or permanent exclusion to those in governance. In WeST schools the Trustees have delegated the oversight of suspensions and permanent exclusions to members of the West Community Council Advisory Boards. Those members will be supported by the Director of Inclusion.

Keeping a child at home

If the pupil is of compulsory school age, parents must also be told about their responsibilities to keep them at home during the first five days of the suspension or permanent exclusion. This will be covered in the suspension letter.

Reasons for suspension

All suspensions must be for disciplinary reasons only. Please refer to the list below that provides descriptors of behaviours that may lead to consequences aligned under the DfE coding for the reasons for suspensions.

Type of Incident: OW - Use or threat of use of an offensive weapon or prohibited item. LG - Abuse against sexual orientation and gender identity. DS - Abuse relating to disability. MT - Inappropriate use of social media or online technology. VA - Verbal abuse/threatening behaviour against an adult. BU - Bullying (consider 'STOP' - Several Times on Purpose). RA - Racist abuse. SM - Sexual misconduct. PH - Wilful and repeated transgression or progressive measures in place for public health and safety. PP - Physical assault against pupil. PA - Physical assault against adult. VP - verbal abuse/threatening behaviour against pupil. DA - Drug or alcohol related. DM - Damage to property. TH - Theft. DB - Persistent or general disruptive behaviour.

Standard of proof: The Headteacher's/Head of School's decision to suspend or exclude must be taken on the 'balance of probabilities'. This means that it is more likely than not that the pupil did that which they are alleged to have done. This is not the same as 'beyond reasonable doubt', the standard required in a criminal case.

When suspension is not allowed. It is unlawful to suspend or to lengthen a suspension for a non-disciplinary reason.

Some examples are below:

- If the suspension is specifically about a child's special educational needs (however, this does not mean a child with SEND cannot be suspended, if appropriate).
- If a child is not doing well in school or is not as able as other children. A child cannot be suspended or excluded because they are not likely to get good results in tests or exams.
- Due to something a parent has done. That might be something like making a complaint or not going to a meeting at school.
- Not allowing a child back into school after a suspension unless they meet particular conditions. Once the suspension has ended a child must be allowed to go back. For example, the Headteacher cannot extend the suspension because a child will not admit they are guilty or refuses to make an apology.

The first five days

Even though the pupil has been suspended they still should be receiving education. The school will take reasonable steps to set work for the first five days of any suspension or permanent exclusion. During these five days, parents are responsible for their child's whereabouts. Parents must make sure they are not in a public place without reasonable

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justification during school hours. This duty is like that on school attendance and parents could be fined if they breach it.

Day six and beyond. If a child has been given a longer suspension of more than five days the school, in conjunction with the local authority, has a duty to provide suitable full-time alternative education from day six. That is most likely to take place at an appropriate alternative provision. If a pupil with special educational needs has an Education and Health Care Plan (EHCP) the alternative provision must be able to meet the pupil's needs as set out in the EHCP. The placement must be identified in consultation with parents. For looked after children, it is recommended that alternative educational provision starts from the first day of a suspension lasting more than 5 days.

Permanent exclusion

The decision to exclude a pupil permanently is a very serious one. A decision to exclude a pupil permanently should only be taken:

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

Pupils may be permanently excluded for the following reasons:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.

Full details of the law regarding the length for which a pupil can be suspended are set out in the DfE Exclusion Guidance.

Additional guidance around use of suspension and permanent exclusion

This list provides descriptors of behaviours that may lead to consequences aligned under the DfE coding for the reasons for exclusions (link below). It should be used as a guide to inform decision-making on each occasion. It is not intended to be used as a simplistic tool for assigning external reflection, suspensions and permanent exclusions without careful thought.

Consideration must be given for any SEND needs or other exceptional circumstances or vulnerability that the pupil may have. For example, in cases involving illegal drugs consideration should be given as to the risk posed by child exploitation from 'county lines' etc. Each decision must be lawful, fair and proportionate.

[Exclusion Policy](#)

Monitoring behaviour data

In line with DfE *Behaviour in Schools* (February 2024) and DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (July 2026), schools should monitor and review the use, impact and outcomes of the full range of behaviour, inclusion and pupil movement interventions. This should include removals, internal reflection provision, Inclusion Base placements, internal alternative provision, safeguarding separation, off-site direction, managed moves, suspensions, permanent exclusions and reintegration

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outcomes. Data should be reviewed regularly to identify patterns, disproportionality, potential unmet need and the effectiveness of support and intervention strategies.

South Dartmoor follows best practices by holding regular 'team around a child' meetings, commonly known as:

- **Student of Concern (SOC) meetings** – these meetings focus on identifying unmet needs early and enabling early intervention.

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.

We do not sanction pupils for behaviours or circumstances that are beyond their control. This principle aligns with the Equality Act 2010, the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years, which remains the current statutory guidance for SEND in England. Staff must use available information to guide their approaches to behaviour management and consider whether reasonable adjustments are required before applying consequences.

Certainty not Severity. We prioritise fair, proportionate and consistent consequences, with a strong emphasis on prevention, early intervention and constructive solutions rather than relying solely on punitive measures.

Address the behaviour, not the individual. We avoid labelling pupils or making personal characterisations based on observed behaviours. Behaviour is managed calmly and respectfully so that the pupil's dignity is maintained while expectations remain clear.

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 schools' 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.

SCREENING, SEARCHING AND CONFISCATION

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Please refer to the DfE guidance [‘Searching Screening 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.

MOBILE PHONES, SMART WATCHES AND SMART GLASSES

The primary goal of our **no phone policy** is to ensure our students are safe, able to engage with their learning without interruption from mobile phone and smart watch use and similarly engage positively with peers. Prevent safeguarding and GDPR breaches and promote positive behaviours.

To be explicit, South Dartmoor is a phone and smart watch free environment for the entire school day. That includes lessons, time between lessons, breaktimes and lunchtime. It means, for example, it is not appropriate for phones to be used as calculators, or for research during lessons to aid learning."

1. Mobile phones must not be used during the school day, including lessons, break times and transitions between classes.
2. Phones, if brought to school, should remain switched off and kept in bags from arrival until students leave the site. They must not be seen or heard at any point on site.

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- Any phone that is seen or heard during the school day (including while on the buses on our site at the end of the day) will be confiscated and kept for a week. We will contact parents/carers to make them aware of the situation and then again at the end of the five working day period of confiscation to ask them to collect the device.
- Smart glasses are not allowed in school under any circumstances - any smart glasses brought to school can be confiscated as a 'prohibited item' in line with DfE guidance

For safeguarding purposes, parents will be invited to pay a deposit to borrow a 'brick' phone if they are concerned about their child's travel home during this time.

Remember: Phones and other personal items are students' responsibility. We cannot be held liable for any loss or damage.

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.

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 leaving the College site where allowing the pupil to do so would risk their safety.

Restraint

All members of school staff have a legal power to use reasonable force to control or restrain pupils.

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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 force could result in complaint from parents/carers 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.

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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.
- 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) on to 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.

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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.

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. Staff 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 8.40 am – School gates are closed and locked

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Students are expected to be in school, in their welcome morning space, for registration at 8.40 am. A warning bell sounds at 8.37 am to support students being punctual to the welcome morning space.

Any student who arrives late after 8.40 am

Students arriving after 8.40 am must collect a late slip. 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 2 same day detention.

Any student who arrives late after 9.00 am (exceptionally late)

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 lunch detention.

Lateness to lessons

Any student who arrives 4 minutes late to a lesson

Unless there is a good reason, students will be issued with a lunch detention. The late to lesson will be recorded on Class Charts.

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.

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.

References and links changed to [DfE Exclusion Guidance](#) Reference made to [DfE Guide for Parents on school behaviour and exclusion](#)

Safeguarding & Keeping Children Safe in Education 2026

Child-on-Child Abuse, Online Behaviour and Serious Violence

South Dartmoor will treat child-on-child abuse, harmful sexual behaviour, bullying, prejudice-based behaviour, serious violence and online incidents as safeguarding matters as well as behaviour matters. KCSIE 2026 reinforces that concerns may occur inside or outside school and online, and that absence of reports does not mean absence of risk. Schools should maintain a culture where pupils know how to report concerns and where adults respond calmly, seriously and without minimising harmful conduct.

Where incidents involve online behaviour, mobile phones, images, social media, generative AI or potential criminality, staff should follow safeguarding procedures, preserve evidence where appropriate, avoid unnecessary viewing or

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sharing of harmful material, and seek DSL advice promptly. Any behaviour response should be coordinated with safeguarding, parental communication and, where required, local authority children's social care or police advice.

Where a report indicates risk to a pupil, alleged perpetrator, witness or wider school community, leaders should consider whether a risk and needs assessment is required. This should be recorded, reviewed and used to inform supervision, movement, curriculum access, transport, reintegration and any temporary separation arrangements.

Behaviour is Everyone's Responsibility

While senior staff provide systems and structures, every member of staff is responsible for using them consistently and fairly. **"What you ignore, you permit."** Behaviour systems are effective only when everyone follows them. Senior leaders must model school procedures and should not bypass them to gain favour with individual pupils or parents. All staff should attend to small details. For example, if the policy requires shirts to be tucked in, pupils should receive a kind reminder and, where needed, a proportionate consequence in line with school rules. Like SEND, literacy and other cross-curricular priorities, behaviour is a responsibility shared by all staff, especially classroom teachers.

Safeguarding, Behaviour and Early Help

Behaviour concerns will be considered alongside safeguarding, attendance, SEND, mental health and contextual information. In line with KCSIE 2026, staff should remain professionally curious where behaviour may indicate abuse, neglect, exploitation, serious violence, harmful online activity, unmet need or wider vulnerability. Concerns will be shared promptly with the DSL or deputy DSL and recorded in accordance with school safeguarding procedures.

South Dartmoor will use universal support, community-based early help and targeted Family Help where emerging concerns suggest that behaviour is linked to wider family, welfare or safeguarding need. Behaviour consequences and support plans should not delay necessary safeguarding referrals, and safeguarding action should not prevent schools from maintaining clear expectations, boundaries and proportionate responses.

Summary

In summary, structure, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to creating a positive behaviour culture. Behaviour leadership is continuous and no single strategy will secure the desired outcomes in isolation. Calm and orderly classrooms are built through deliberate routines, shared expectations and consistent adult practice. The challenge is sustaining the dedication, persistence and consistency required to embed these approaches successfully across every school.

Relevant legislation and guidance

- DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024).
- DfE *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (July 2026).
- DfE *Restrictive Interventions, Including Use of Reasonable Force in Schools* (April 2026).
- DfE *Inclusion Bases in Schools* (June 2026).
- DfE *Arranging Alternative Provision* (February 2025).
- DfE *Working Together to Improve School Attendance* (updated June 2026).
- SEND Code of Practice.
- Equality Act 2010.