

## Policy: Behaviour



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### Introduction

**“Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, Colleges must have clear, firm and intelligent strategies in place to help pupils manage their behaviour.”**

**Learning Behaviour Review, Sir Alan Steer  
April 2009**

At Sidmouth College we operate a Positive Behaviour Policy. We emphasise that all students have a right to learn, that teachers have a right to teach and that everybody has a right to be treated with dignity and respect.

If students are to meet our expectations, they need to know explicitly and clearly what our expectations are. They also need to know that our expectations are collegiate and consistent and implemented through ‘The Sidmouth College Way’ principles.

#### **The Sidmouth College Way**

1. Be ready to learn
2. Enable others to learn
3. Treat others and our environment with respect
4. Work to the best of your ability
5. Fulfil your responsibilities to the College and community

### Rationale

We are clear and explicit with students about the consequences of their actions and we encourage students to take responsibility for their own behaviour by guiding them in making the right choices. This process is based on the principle of restorative justice/mediation. This means working together as a College community to model, promote and maintain high standards of behaviour and additionally celebrate success/achievement with reward, praise and celebration.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

## **Aims:**

### **Our vision at Sidmouth College is:**

1. That every member of the College community (students, staff, parents and governors) is aware of the agreed expectations with regard to behaviour and discipline which are held at Sidmouth College.
2. To encourage the development of self-discipline, respect and consideration for others as a central part of each individual's personal development.
3. To secure a well-ordered teaching, learning and working environment for all students and staff, through the application of positive behaviour management strategies and appropriate curriculum.
4. That students will not always behave appropriately and some will need more support than others in order for them to manage their behaviour. Through monitoring behaviour we will endeavour to identify reasons, including 'Every Child Matters agenda' and give students/families the support they need to make changes including referrals and sign posting to other outside agencies.
5. To apply sanctions, including detentions (lunchtime and after College), isolations, exclusions, and governors' disciplinary procedures, where necessary in order to ensure that teaching and learning can proceed in a safe and respectful environment. (Appendix 2 Governors Disciplinary Procedures; Appendix 3 Exclusion Procedures.)

## **Objectives:**

1. To take account of College and DfE guidance when planning behaviour strategies.
2. To actively encourage the quality of all relationships within the College, and to encourage the use of mentoring, coaching and mediation to support this.
3. To create a positive ethos, based on good communication, praise and reward, in order to make a major contribution to standards of behaviour.
4. To ensure that key parts of the policy, including the 'Sidmouth College Way', Praise and Consequence systems and Home/School agreement, are printed in the planner.
5. To ensure all students and staff are respected as people, valued equally and treated as individuals.
6. To promote the modelling of good behaviour by staff and their recognition of the importance of consistent behaviour management.
7. To encourage all staff to work together to improve practice in relation to student behaviour management given the challenge that this can represent even to the most senior or experienced members of staff through staff development and support.
8. To adopt a Team approach in which line managers always support staff in dealing with inappropriate challenging behaviour and staff offer mutual support in resolving conflict situations that arise.
9. To ensure that expectations of behaviour are clearly stated and realistic and that discipline and control are fairly and consistently applied. See appendix 1
10. To celebrate achievement and ensure that positive consequences are used as a key promotion of good behaviour.
11. To ensure support, when required, through the Inclusion Team and the College's Student Support Department and external agencies when required.
12. To ensure that when disciplinary sanctions (consequences, detentions, isolations, exclusions and Governors Disciplinary Procedures) are required they are proportionate and, as far as possible, related to the inappropriate behaviour.
13. To organise the collection of data on behaviour and make use of this data to support further developments in behaviour policy and management

14. To revisit behaviour management during In Service Training days and include training in behaviour management within the induction programmes for new staff.
15. To effectively manage transition between schools and transitions within the college at different stages of education.

**Responsibility of parents/carers:**

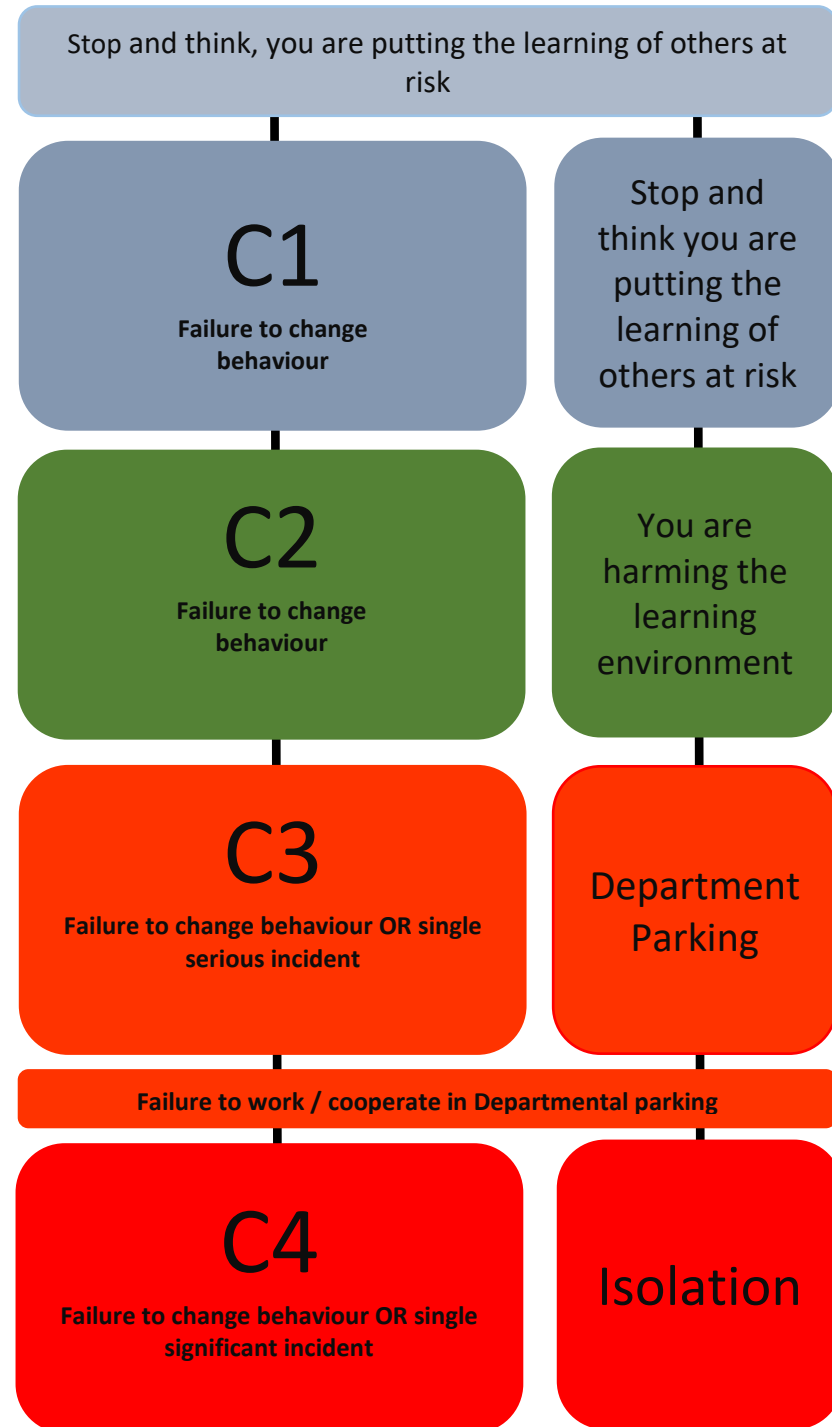
1. Parents are asked to sign the Home–School Agreement in relation to their child/children.
2. Key elements of this policy are included in the information for new parents given out when a child joins the College.
3. Parents are also reminded of parts of the Policy, which are of relevance to their child/children, as the occasion arises.

**Monitoring:**

The allocated Governor receives regular updates on behaviour and formally reviews the operation of the Behaviour Policy annually in association with the Full Governing Body who receive a reports annually by the Vice Principal. This report includes information on Behaviour trends, Fixed Term Exclusions and Permanent Exclusions as well as the views of students, students, parents and staff.

## Appendix 1 - C system and Praise

CHOICES
<p style="text-align: center;"><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Clear warnings will be given to you so you can correct your behaviour</li> <li>• Meeting with your class teacher/tutor outside the normal lesson time/tutorial (up to 10 minutes)</li> <li>• 1 negative point will be recorded on SIMS behaviour log reflecting the severity of your behaviour</li> </ul> <p style="text-align: center;"><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• You may be moved seat</li> <li>• You may be asked to remain behind at the end of the lesson/do community service</li> </ul>
<p style="text-align: center;"><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with class Teacher/Tutor outside the normal lesson time (up to 20 minutes)</li> <li>• 2 negative points will be recorded on SIMS behaviour log for each incident</li> </ul> <p style="text-align: center;"><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers may be contacted</li> <li>• Sidmouth College Inclusion Phases and Report Card</li> </ul>
<p style="text-align: center;"><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers <b>will</b> be contacted and possibly invited into College. <ul style="list-style-type: none"> <li>• Subject/Department detention.</li> <li>• Department/Year referral</li> </ul> </li> <li>• 3 negative points will be recorded on SIMS behaviour log.</li> </ul> <p style="text-align: center;"><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Disciplinary Panel Meeting.</li> <li>• SC Inclusion Phases and report card.</li> <li>• Referral to other professionals.</li> </ul> <ul style="list-style-type: none"> <li>• 'Alternative Day', Internal Isolation or a Fixed Term Exclusion for repeated C3.</li> </ul>
<p style="text-align: center;"><b>Things that will happen:</b></p> <ul style="list-style-type: none"> <li>• 'Alternative Day' or a Fixed Term Exclusion.</li> <li>• 4 negative points will be recorded on SIMS behaviour log.</li> </ul> <p style="text-align: center;"><b>Other options that may be used:</b></p> <ul style="list-style-type: none"> <li>• Parents/Carers contacted and invited into College. <ul style="list-style-type: none"> <li>• Governor's Disciplinary Panel Meeting.</li> <li>• SC Inclusion Phases and report card.</li> <li>• Referral to other professionals.</li> </ul> </li> </ul>



## POSITIVE CHOICES

P1.1 - Good contribution to your learning

P1.2 - Improvement in learning

*SP3 - 20-25 Stamps worth 1 reward point*

P2.1 - Excellent contribution to learning

P2.2 - Special consideration given to others

P2.3 - Respect shown for others and environment

*SP4 - 26 Stamps worth 2 reward points*

P3.1 - Consistent effort / conduct throughout the term

P3.2 - Department / HOY Commendation

P4.1 - Excellent Attendance during the year

P4.2 - Department Top Achiever

P4.3 - Participation in College / Community Life

P4.4 - Outstanding effort / conduct

P4.5 - Senior Leadership Commendation

## PRAISE POINTS

# P1

Work well for yourself

## +1 Point

# P2

Being a good role model for others

## +2 Points

# P3

Outstanding Representative for Sidmouth College

## +3 Points

# P4

Achievement which benefits the College and the wider community

## +4 Points

## **APPENDIX 2**

### **Governors' Disciplinary Procedure**

The very great majorities of students at Sidmouth College either behave well or respond properly to any guidance or instruction given by teachers. For many students we see an improvement in behaviour and not deterioration. However, there is a small minority of students throughout the College who, despite all the efforts of the staff, and despite a range of punishments or sanctions, fails to respond and continues to cause difficulties. For these students, and for those guilty of very serious incidents, we have a Governors' Disciplinary Procedure.

This procedure is common across schools nationally. It has a series of levels through which students who repeatedly misbehave may pass, and which may lead ultimately to permanent exclusion (expulsion) from the College. The following describes the procedure in some detail. (A summary version is provided on every occasion when a student either moves up or down the levels.)

#### **Levels**

##### **Level 0**

Although never referred to, it may be reasonably assumed that all students at the College (excluding those on the procedure below) are on Level 0.

##### **Level 1 – Tutor and or HOH report**

This is the point at which the College believes it is necessary to inform parents that the behaviour of their son or daughter is beyond that which is acceptable. This will happen when the number of incidents (or seriousness of any one incident – see below) is such that we are deeply concerned both about the educational progress of the student and the effect on others. Level 1 will normally follow a number of interventions by the College.

##### **Level 2 - HOH Report and Caseload**

This is a significant level, and is the point at which we formally inform the Local Education Authority (Devon) that a student at the College is causing so much behavioural difficulty that if there is no improvement the student could be heading towards permanent exclusion. At this level the student can be referred to the SHACKE (Devon Inclusion) Panel for discussion, with parental permission, about outside interventions or alternative provision.

##### **Level 3 - HOH and SLT Report (possible Pastoral Support Plan and external agency involvement)**

This is the level at which the governors may become formally involved. Any student being placed on Level 3 will normally be temporarily excluded from College for up to 5 days. The student and parent(s) will then, after the 5 days, come into College for a reintegration meeting. The student and parent(s) must attend a level 3 exclusion meeting with a panel of governors or members of the Leadership team and must convince both parties of the student's full commitment to behave and to improve. At this level alternative provision can be sought through the SHACKE Panel, or other alternative provision made.

Such provision may include a reduced timetable organised and reviewed as part of an individual Pastoral Support Plan. This may involve other agencies and discuss the behaviors that are causing significant concern. The Pastoral Support plan will be completed to identify strategies, targets and expected outcomes. Copies will be provided to parents and a summary of the targets to staff within the college and the student. Each party should sign the agreement. The PSP will be monitored regularly to identify that the student is meeting their targets and that

strategies and support are in place.

The PSP should be reviewed after 6 weeks and if required amended if it is not successful. If after another 6 weeks the plan is still being failed the review may find that a Managed Move placement or Permanent exclusion is recommended.

If a Managed Move is recommended that appropriate planning and work will be instigated by the HOH and SLT member in support.

#### **Level 4**

This is the level at which permanent exclusion (expulsion) is instigated. The College Principal makes the decision, which is then considered at a meeting of the Governors' Discipline Committee, attended by a representative of the Local Education Authority in an advisory capacity. The student and the parents/carers are invited to attend the meeting and represent their views. A friend may accompany them, and an Education Welfare Officer is there to advise and support the family. The Principal, and other staff if considered appropriate, present the College's case for exclusion. The Discipline Committee has the power to ratify the Principal's decision or to reinstate the student. An appeal may be made to an Independent Appeals Panel established by the Local Education Authority.

#### **Sidmouth College Inclusion Phases and Pre Levels**

At Sidmouth College we have a further refinement to the system, which incorporates Inclusion Phases and pre levels. These may be seen as 'final warning' stages when the opportunity is being given for the student, supported by both their parents and the College, to make an immediate improvement and avoid going formally on to the next Governor's level/Inclusion Phase. Inclusion Phases and Pre levels should still be regarded as an integral part of this policy.

#### **Serious Incidents**

While the system of Levels normally anticipates a progression from Pre Level 1 through to Level 4, this may not necessarily happen. Some incidents can be so serious that a decision will be made to jump several levels, and this can include going straight to Level 4, Permanent Exclusion (e.g. bringing drugs on to the College site).

#### **Exclusions (temporary fixed term or permanent)**

Moving on to a Pre Level or Level may also be accompanied by exclusion from College. Where a student is excluded, the parents have the legal right to make representations to the governors regarding any exclusion, and this is explained in the letter that records the exclusion. There is no right to make representations regarding levels.

### **Sidmouth College - Governors' Disciplinary Procedure**

#### **Summary**

Level 1: Formal notification to parents that their son/daughter is behaving unacceptably.

Level 2: Formal referral to the Governing Body; a students are normally temporarily excluded and on return to College make a satisfactory commitment to the Principal, governors and/or Leadership Team.

Level 3: Formal notification to Devon LA that a student is in risk of permanent exclusion

Level 4: Permanent exclusion.

Pre Levels: A final warning stage, which exists before movement on to any of the four levels.

Movement on to the levels may be as a progression or in response to specific serious incidents.

## **Appendix 3**

### **Exclusion Procedures**

These procedures follow advice from Devon authority and comply with the requirements set out in the 1997 Education Act and the statutory guidance proposals in place by September 2012.

#### **Only the Principal can exclude students.**

Students will not be sent home without the approval of the Principal or, in their absence, the designated Deputy/Vice Principal.

#### **Types of Exclusion**

Internal Exclusion – when a student is kept in isolation for up to 5 days in College, continuing with their schoolwork where possible.

External Exclusion - when a student is sent home for up to 5 days with work to complete and on returning to College has a reintegration meeting.

Permanent Exclusion - on the rare occasions when the incident is so serious it would be severely detrimental to the education welfare of the student, or of others, if the student were to remain at the College.

#### **Reasons for Exclusions**

Behaviour that may lead to Exclusion includes:

1. actual or threatened physical violence
2. seriously disruptive behaviour which interferes with the learning opportunities of others
3. conduct which might endanger others
4. illegal activities including theft, banned substances, or possession of offensive weapons
5. racial abuse or harassment
6. harassment, intimidation, verbal or sexual abuse
7. Vandalism.

#### **Protocols**

1. Exclusions are normally considered only after incidents have been investigated and the standard of proof that applies is that it is deemed probable that the student did what is alleged.
2. Only if there is an immediate threat to the safety of others or of the student concerned will immediate exclusion take place before investigation.
3. Parents/Carers are contacted immediately, ideally by phone, and if available are asked to arrange for the collection and supervision of the student. The student's welfare is the prime concern.
4. The Pastoral and Inclusion Team liaise with subject teachers and arrange work to be done at home from the first day of exclusion; alternatively an exclusion work booklet is given for appropriate Year group.
5. No Child in Care (CiC) can be excluded from College without discussion with the Local Authority.
6. All exclusion cases are treated in the strictest confidence. Only those who need to know the details of exclusion are informed.
7. On the student's return to College after exclusion parents are requested to attend a readmission meeting to discuss their child's conduct and find ways forward.  
If parents cannot attend the meeting it will still go ahead with the student; there will be a record of the parents' non-attendance and the reason given.
8. There is a legal limit of 45 days exclusion per student in a College year.



9. If a student has received more than 15 days of exclusion in one term the Principal must inform the Governors in order to convene a meeting to consider the reinstatement of an excluded student within 15 days.
10. The Governing Body must convene a meeting to consider the reinstatement of a Permanently Excluded student within 15 days of issuing the exclusion.
11. Parents have the right to make representations to the Governing Body about any exclusion.

## **Appendix 4 – procedures**

### **Adapted Timetable**

As an alternative to exclusion the Principal may, in limited circumstances, make use of an adapted partial timetable to support a student. Please see attached form – Adapted Timetable Agreement between Sidmouth College, Student and Parent/Carer.

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

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

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

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

#### **Confiscation**

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

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

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

Items confiscated by Sidmouth College can be collected by parent/carers except where the College has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol. Students cannot collect any item themselves until the end of the week i.e.: if a student has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that week. See use of Mobile phones procedures.

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

The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result. Electronic equipment, jewellery and other expensive items can be confiscated and held by the College for a period of one year. If, at the end of the year, the item has not been reclaimed then the College reserves the right to destroy the item.

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

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

Where the College finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

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

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

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

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

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

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

### **Mobile Phones**

On the first occasion on which a student's phone is confiscated within a term, they will be able to collect it from the Reception at the end of the day.

On the second occasion within a term on which their phone is confiscated, their parent/guardian will be contacted and asked to collect the phone in person.

On the third occasion within a term the phone will be held by the College until 3.35pm on the Friday of the week in which the phone was confiscated and the parents informed of this by the College.

Any student who refuses to hand over a mobile phone when requested to do so will be removed from their lesson by a member of the Senior or Extended Leadership Team and the refusal will be treated as a disciplinary matter.

### **Online Safety Inappropriate images**

If a member of staff finds a pornographic image, they must inform the Designated Safeguarding Officer **immediately**. After consultation may images be disposed unless its possession constitutes a specified offence (i.e. it is extreme or child pornography/involving a student) in which case it must be delivered to the police as soon as reasonably practicable or advice sought.

Images found on a mobile phone or other electronic device can be deleted under supervision of a Safeguarding Officer 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 also inform the Head of House, Inclusion Manager and ICT manager. **Any images should not be shared/copied by any means and the device storing them secured until advice can be sought.**

### **CCTV**

Sidmouth College may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

### **Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'. See also Positive Handling policy.

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

### **Drugs**

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

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

It is concerned with the misuse of:

- Tobacco and alcohol.
- Substances such as solvents.
- Illegal drugs such as heroin, cocaine, cannabis and ecstasy.
- Legal highs – that are perceived as a danger to the users and others.
- E cigarettes or 'Shishee' cigarettes, vape pens and paraphernalia as specific banned items
- Any form of Cannabis or Cannabis infused products that only contain CBD

### **DRUGS and PROHIBITED SUBSTANCES PROCEDURES**

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

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

### **Tobacco**

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

### **Alcohol**

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

### **Solvent**

- Students are not permitted to bring solvents and aerosol sprays into College. Students must not attend College or any College activity under the influence of solvents.
- If a student is suspected to be under the influence of solvents they must be taken immediately to student reception.
- Student welfare takes priority and therefore on arrival at student support 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.

### **Energy Drinks**

- All energy drinks are banned for use by students. If found these will be confiscated and disposed of.

### **Illegal or Prescription Drugs and Legal Highs**

- Students are not permitted to possess, supply or use illegal drugs or legal highs in College or on the way to or from College. Prescription drugs can only be taken with consent of the parent and the drugs must be held in Front/Main reception/the Medical Room.

- Students should also be 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 Support/ON Call and SLT must be informed immediately and the student taken to Student Support. Student welfare takes priority and therefore on arrival at Student Support 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 Support, 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 support and SLT are notified. In all circumstances the college will conduct a search of the student's bag and clothing. If illegal drugs are found, the police will be called immediately. If a student refuses to cooperate with a search the police will be informed.
- Parents must be contacted.
- An incident report should be generated.
- The Principal must be informed immediately of any incidents involving illegal drugs and legal highs.

### **Referral**

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

### **Drugs Awareness for Staff**

Drug awareness sessions for all college staff should take place biannually as part of INSET days and Safeguarding Training. Governors should be invited. Training is coordinated by the Vice Principal.

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

## **STANDARD DISCIPLINARY PROCEDURES**

### ***Standard Procedure for Tobacco, e-cigarettes and 'shishee' cigarette and vape pens.***

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

1. They will be offered advice and guidance.
2. The offending item will be confiscated and destroyed.
3. First offence- Parents informed. The student will be referred to lunchtime RA
4. Second offence- Meeting with Parents and Head of House and Internal exclusion (isolation)
5. Third Offence- Meeting with Parents and Principal/Vice Principal. Internal exclusion (isolation) or 1 day Fixed Term Exclusion
6. An attempt will be made to establish the source of supply. This information will be acted upon.
7. Supplying tobacco to other students is a serious offence and will result in internal exclusion and a meeting with parents and the Principal.

- Any repeat of supplying tobacco can result in a managed move to another school, or further exclusion leading to permanent.

<b>1<sup>st</sup> offence</b>	<b>Lunchtime detention</b>
<b>2<sup>nd</sup> offence</b>	<b>1 day isolation</b>
<b>3<sup>rd</sup> offence</b>	<b>2 day isolation or Fixed Term Exclusion</b>

**Further incidents could lead to Permanent Exclusion being considered**

***Standard Procedure for Alcohol***

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

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

<b>Under the influence of alcohol</b>	<b>1 day FTE</b>
<b>Possession of alcohol</b>	<b>5 day FTE</b>
<b>Supplying alcohol</b>	<b>5 day FTE with consideration of a Permanent Exclusion</b>

**Repeated incidents could also lead to Permanent Exclusion**

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

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

- The student should be questioned concerning the nature and quantity of drug used and a decision made regarding their physical well-being. If they are in danger, appropriate action will be taken.
- The parents of the student should immediately be notified.
- As an offence has been committed, the local Police will be informed. It will be the decision of the Crown Prosecution Service whether legal proceedings will then take place. The college is not bound by the decision of the CPS and can take action based on evidence and the weight of probability.
- The drugs will be given to the attending police officer to be disposed of appropriately.

5. The student will be excluded from college for 5 days with a permanent exclusion to be considered by the Principal and Governors.
6. Re-admittance will involve interview with parent, student and the Principal and Governors. Re-admittance will only occur if there are extenuating circumstances, the student agrees to seek professional help and the parent agrees to support him/her in this. The student will also give an undertaking that such behaviour will not re-occur.
7. Any repeat will result in permanent exclusion from Sidmouth College.

<b>Possession of drugs and drugs paraphernalia</b>	<b>5 days exclusion/permanent if repeat offence/possible PEx</b>
<b>Taking drugs or being under the influence</b>	<b>5 days exclusion/permanent if repeat offence/possible PEx</b>
<b>Supplying drugs or found to be involved in the supply</b>	<b>Permanent exclusion</b>

#### **Permanent if a repeat offence**

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

<b>THE ABOVE POLICY IS ALSO TO BE FOLLOWED DURING ALL COLLEGE EVENTS AND ACTIVITIES.</b>
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#### **Online safety**

The College aims to protect and educate the students and staff in their use of technology in its various forms. Technology offer unimaginable opportunities and is constantly evolving. Students are using technology at an ever earlier age. Many of the issues go beyond the boundary of the school and yet can impact on students and staff. The college aims to securely manage access to safe materials. However, the technology and availability of methods to bypass college systems via mobile networks can limit the colleges 'control'.

The college in response to this aspect aims to build students education and resilience to materials deemed inappropriate in combatting inappropriate use. Education in the 'risks' associated with technology/platforms is tantamount to empowering students to make sound decisions about their safe use and protecting themselves.

The College insists that all inappropriate use of ICT and Online safety issues stated below are reported to the Head of House, SLT and ICT Manager by staff to be assessed and dealt with appropriately and promptly as a potential 'safeguarding concern'

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

**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

#### **RADICALISATION**

The normalization of extreme views may make students vulnerable to future manipulation and exploitation. This is viewed as a safeguarding concern. The college seeks to protect students from the messages of all violent extremism including, but not restricted to, those linked to Islamist

ideology, or to Far Right/ Neo Nazi / White Supremacist ideology, Irish nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

The risks to students within the College are reviewed annually as part of the annual safeguarding audit.

What we do when we are concerned.

Where risk factors are present but there is no evidence of a particular risk then the Designated Safeguarding Lead (DSL) or a deputy can advise staff on preventative strategies to engage the student into mainstream activities. The DSL or a deputy may talk to the student and parents/carers sharing the college's concerns about the student's vulnerability.

Other concerns will be referred to Multi Agency Safeguarding Hub using the Assessment Framework tools and if required the Prevent Team at Devon and Cornwall Police.

### **Use of Derogatory Language, Homophobic and Racist comments**

The use of derogatory language and Racism is challenged and not tolerated by the college. Staff are regularly reminded that this is an expectation to challenge within our College community.

Where students use racism and homophobia to directly degrade another student the college has clear procedures.

<b>1<sup>st</sup> instance</b>	<b>Restorative work and education will be provided to try and rectify the student's use of racism. Info sent to Devon County</b>
<b>2<sup>nd</sup> instance within the academic year</b>	<b>Isolation – 1 day</b>
<b>Any further instances within the year</b>	<b>Fixed Term Exclusion or leading to Permanent Exclusion</b>

**Where students use derogatory language which used prejudice, bias or create harassment to affect others based on their gender, race, sexuality, disability etc. the above procedure also follows. This links closely to the Anti bullying Policy.**

Staff at the college challenge this consistently and also record the use of this language within SIMS so that students who regularly use this language across the college can be challenged and monitored to change their behaviours.

Where this use of derogatory language continues with targeted students it can develop into bullying behaviours additionally – see Anti Bullying Policy.

### **ANTI BULLYING PROCEDURES;**

Where bullying occurs, clear procedures to monitor the situation and an escalation of consequences occur, which may include the following but these can escalate through the steps dependent on the nature of the incident.

- 1<sup>st</sup> instance – warning and RA - official warning to cease offending
- removal from the group (in class)
- withdrawal of break and/or lunchtime privileges



- detention
- parent meeting with Senior staff
- internal exclusion and withholding participation in any school trip or sports events that are not an essential part of the curriculum
- fixed period exclusion
- SHACKE PANEL referral
- Permanent Exclusion

After any incident the views of the victim will be sought and recorded to ensure that the incident was taken seriously by staff and that it has been dealt with effectively. Additionally checks to ensure that other issues have not arisen for the following 2 weeks by the tutor/Head of House.

#### **Deliberately Hurtful/Bullying to an individual where evidence is clear**

<b>1<sup>st</sup> Offence towards and individual within academic year</b>	<b>Restorative Conversation</b>
<b>2<sup>nd</sup> Offence towards an individual within academic year</b>	<b>1 day Isolation</b>
<b>3<sup>rd</sup> Offence towards an individual within academic year</b>	<b>Fixed Term Exclusion</b>

#### **Further incidents could lead to a Permanent Exclusion.**

Whilst this gives clarity it should be noted that students do have disagreements as part of growing up and some individuals do struggle and get it wrong with lots of students. These consequences above do not apply to a range of individuals but targeted approaches to an individual or group.

Social media plays an increasingly challenging role within schools. As part of schools responsibility under the following document which gives clear advice to headteachers and refers to powers given to the school to deal with bullying outside of the college;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

#### **Pupils' conduct outside the school gates – teachers' powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Sidmouth College deals with behaviours that are reported to the college which occur off the school premises and which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, Sidmouth College may discipline students for:

- **misbehaviour when a student of the college is:**
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a student at the school.

• **or misbehaviour at any time, whether or not the conditions above apply, that:**

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

As a college we feel that if hurtful behaviour occurs outside of our college community it will come into the college when the students arrive and find this reasonable to investigate and apply consequences when these are reported to us.

There is no legal definition of bullying.

However, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

All of the above has been considered within the framework of Government Policy and advice under the following guidance;

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents.
- Independent School Standard Regulations 2010 The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.
- The Equality Act 2010
- Behaviour and discipline in schools Advice for headteachers and school staff January 2016
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014

- Sexting in schools and colleges: Responding to incidents and safeguarding young people

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

### **Malicious Allegations**

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a the college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The processes for dealing with these instances are outlined within the Disciplinary Policy, Safeguarding Policies and Keeping Children Safe in Education document (DfE, 2016).

In the event of a serious breach of school rules, where a student is found to have made malicious accusations against school staff, immediate action will be taken by a member of the Senior Leadership Team usually the Principal or a Deputy Principal in their absence. This may ultimately result in a fixed term exclusion or even Permanent Exclusion.

### **Appendix 5**

#### **Behaviour Management Strategies**

Effective planning of lessons is crucial to ensure behavioural issues are kept to a minimum. Good practice includes many of the elements of 'The Sidmouth College Way'

- Being punctual to lessons is crucial for teachers and students.
- Meet and greet your class – take control on entry and dispersal
- Plan the lesson appropriately and share Learning Objectives and/or Success Criteria
- Have appropriate resources readily available so that pace is maintained.
- Agree your class rules with EVERY new class
- Have engaging and challenging work to engage students in learning
- Remove all coats, bags, hats and scarves at the start of the lesson. Ensure all students correctly dressed for their lesson.
- Ensure class are seated (seating plan if required) and their study planners are on the desk. Check the seating plan is correct and make reasonable requests clear.
- Insist on silence during registration and when the teacher and/or other students are talking
- Share the lesson outcome/enquiry and the reason for learning with the class to start the lesson.
- Ensure you know the parking arrangements of the department.
- Be consistent throughout all the lesson. Students want teachers to be FAIR.
- State facts about the behavior and do not invite discussion e.g why are you talking?
- Employ a range of active learning strategies to cater for the needs of all students.
- Differentiate work appropriately.
- Try to be positive and enthusiastic, looking for praise with the action and consequence but if required apply the sanctions consistently. Implement the strike system when necessary and follow it through. NO EMPTY THREATS.
- Ensure the consequences following the C system are recorded on SIMS.
- Leave time at the end of the lesson for the plenary and ensure the room is left tidy ready for the next lesson.
- Students should continue to remain seated until dismissed.

- Do not dismiss your class until the bell goes.

## Possible Tactics to Use for Effective Classroom Behaviour

Strategies include the following;

**MODELLING** is the teacher demonstrating their behavioural expectations through their own actions. If teachers expect students to be polite at all times then they too should be polite. If they expect students to avoid shouting then they should not shout either. Modelling can also be used more explicitly to demonstrate particular expectations such as how to enter the classroom or how to tidy away the text books.

**DE-ESCALATION** is a key factor in successful behaviour management. A teacher has the power, through words and actions, to significantly reduce the emotional level of any interaction with a student. As a result confrontation is also reduced. It is important for a teacher to remember that they are the adult in the situation and should act accordingly. De-escalation can be achieved by using many of the tactics described below. The list begins with less intrusive tactics and ends with more intrusive tactics.

**TACTICAL PAUSING** is deliberately waiting to emphasise the need for student attention or to allow time for an instruction to be processed. This is used instead of a negative reprimand and therefore avoids confrontation. This should be very time limited.

**NON VERBAL CUES** are signals or mimes which give a message, reminder or instruction. These are used instead of negative reprimands and therefore avoid confrontation, e.g. A teacher uses a hand signal instead of saying,  
"Stop swinging on your chair!"

**TACTICAL IGNORING** is a conscious decision not to respond to some types of negative behaviour and therefore deny students the attention that they want. This behaviour might include occasional calling out or the sulks and signs of students who have been redirected. This must be used with discretion and judiciously.

**TAKE UP TIME** is what a teacher gives to a student after giving them an instruction. This requires the teacher to walk away or carry on teaching and drop eye contact to allow the student to carry out the instruction in their own time. This avoids confrontation because the student has nobody to confront and suggests to the student that the teacher trusts them to do what they have been asked.

**POSITIVE LANGUAGE** can reduce the likelihood of confrontation and improve the atmosphere of a classroom. Positive language can be used in a number of ways.

At the start of a lesson the teacher can welcome each student with a smile and a "Hi! How are you?" and at the end the teacher can say, "Bye! See you tomorrow." Or "Good luck in the concert tonight." During the lesson the teacher can aim to make as many positive comments as possible and to avoid negative ones (See focusing on the desired behaviour.) If a student is having difficulties it should still be possible to find something positive to say, e.g. "I can see you're trying really hard with this work. Remember to keep your writing neat"

Additionally teachers should aim to be polite and remain calm at all times. Using the word 'thanks' at the end of an instruction is polite and gives a clear message that the teacher is confident that the instruction will be carried out, e.g.

"Linda. Turn and face this way. Thanks." An instruction like this should be followed by take up time.

**FOCUSING ON THE DESIRED BEHAVIOUR** is the teacher praising students who are doing the right thing rather than telling off those who are not, e.g.

"The front row is ready to go. Well done!" or

"I can see five students who have started already. Great!" or

"Fantastic answer Norman and thanks for putting your hand up."

**PARTIAL AGREEMENT** is the teacher acknowledging that the student may have a point but refocusing back to the rule or task. The word 'maybe' (or even 'maybe ... and') might be used here. It is much harder for a student to argue if the teacher agrees with them, e.g.

"Maybe Mr Jackson does let you chew gum. In this class the rule is clear. The bin is over there. Thanks."

**DIVERSION** is dealing with problem behaviour by shifting attention on to something else. This is used instead of a negative reprimand and avoids confrontation, e.g.

Trevor is chatting to another student instead of working. Instead of telling Trevor off, the teacher approaches him and asks, "How are you getting on Trevor? Can I help?" Once Trevor is back on task the teacher can tell him that she will come back and check his work in 10 minutes.

**CONSEQUENCES** can take many forms. They may be immediate or deferred. Possible consequences include standing up, moving seat, temporary time outside the classroom, staying behind after the lesson, working in a different room, being removed, detention at break, lunch or after school etc. Consequences should be appropriate to the misdemeanor. Students may need to return to finish a task or to tidy up. They may need to come back to discuss their behaviour. Any discussion about behaviour should remain as positive as possible. Teachers should acknowledge that the student may be annoyed or upset. They should focus on the behaviour and not on the student. They should give the student the right to reply. They should ensure that their body language is non-confrontational. They and the student should agree targets for the next lesson. They should aim to finish the discussion amicably. It is crucial for teachers to realise that the certainty of a consequence is far more important and effective than the severity.

**BODY LANGUAGE** is a powerful tool. If a teacher appears calm and confident (even if he or she doesn't feel this way) a class will believe it. If a teacher smiles at a student and welcomes them to the classroom, the student will find it very difficult not to smile back. A teacher who tries treating their worst class as if they were their best may be surprised by the results. Body language is also important in potentially confrontational situations. Seated students will feel less threatened by a teacher who crouches at their level rather than one who looms over them. They will also feel less threatened by a teacher who approaches them from the side rather than from head-on. Teachers should avoid invading students' personal space. Not all students will have the same perception of personal space.

**GOOD WORKING RELATIONSHIPS** between teachers and students are important. This is particularly true with more difficult students. It is important for teachers and students to be able to put a previous bad lesson behind them and avoid bearing grudges. A teacher should make opportunities to build (and especially to rebuild) good working relationships with students. This could be done by simply saying "Hello" in the corridor or catching a student being good and praising them or talking to them about something they are interested in. This may happen during the lesson or around school at some other time, e.g. "Mary, you seem to be finding this work easy. That's great. Mind if I have a look?" "Hi Eric. I hear the Year 9's won again yesterday. Did you score?"

When students are being difficult remember:

- It's not personal
- It's their behaviour which is appalling and not the student

- There are lots of people to talk to

## APPENDIX 6

### Conflict Resolution Procedure -Restorative Approaches- RA

#### Principles

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

#### Process

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

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

Not all events will be suitable to be dealt with by the restorative process. In these cases HLTA (behaviour) may refer the matter on to Head of House, SLT and the SENCo

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

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

#### Our Development of Restorative Approaches links to

- Effective teaching and learning
- Coaching
- SEAL ( Social and Emotional Aspects of Learning)
- ECM ( Every Child Matters) agenda

#### As a restorative community Sidmouth College will

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

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

## **Emotional Intelligence**

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

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

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

At Sidmouth College teaching supports and develop emotional intelligence including emotional awareness, accurate self-assessment and self esteem.

Research suggests that

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

Key factors for our Community and the individuals within it

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

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

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

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

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

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

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

Behavioural skills: non-verbal; verbal

### **All staff should**

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

### **Support**

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

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

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

### **Further reading**

Behaviour Management: A Whole-school Approach by Bill Rogers

Cracking the Hard Class: Strategies for Managing the Harder Than Average Class by Bill Rogers

Mindset by Carole Dweck

Emotional Intelligence by Daniel Goleman

Dave Parvin Drugs Sense – Drugs Awareness Level One UK Course Notes [www.drugssenseuk.co.uk](http://www.drugssenseuk.co.uk)



## Appendix 7

### Student Summary

#### Confiscation

The Principal will use their discretion to confiscate, retain and/or destroy any prohibited item found. Electronic equipment, jewellery and other expensive items may be confiscated and held by the College for a period of one year. If, at the end of the year, the item has not been reclaimed then the College reserves the right to destroy the item.

#### Mobile Phones and smart watches – per Term

1 <sup>st</sup> occasion confiscated	Collect from reception at the end of the day
2 <sup>nd</sup> occasion confiscated	Parent/guardian will be contacted and asked to collect the phone/smart watch in person.
3 <sup>rd</sup> occasion confiscated	Held by the College until 3.20pm on the Friday of the week in which the phone/smart watch was confiscated and the parents informed of this by the College.

Any student who refuses to hand over a mobile phone/smart watch when requested to do so will be removed from their lesson by a member of the Senior or Extended Leadership Team and the refusal will be treated as a disciplinary matter.

#### Tobacco, e-cigarettes/'shishee' cigarettes/vape pens.

1 <sup>st</sup> offence	Lunchtime detention
2 <sup>nd</sup> offence	1 day isolation
3 <sup>rd</sup> offence	2 day isolation or Fixed Term Exclusion

Further incidents could lead to Permanent Exclusion being considered

#### Alcohol

Under the influence of alcohol	1 day FTE
Possession of alcohol	5 day FTE
Supplying alcohol	5 day FTE with consideration of a Permanent Exclusion

Repeated incidents could also lead to Permanent Exclusion

#### Illegal Drugs/Legal Highs and Solvent Abuse

Possession of drugs and drugs paraphernalia	5 days exclusion/permanent if repeat offence/possible PEx
Taking drugs or being under the influence	5 days exclusion/permanent if repeat offence/possible PEx
Supplying drugs or found to be involved in the supply	Permanent exclusion

### Use of Derogatory Language, Homophobic and Racist comments

1 <sup>st</sup> instance	Restorative work and education will be provided to try and rectify the student's use of racism. Info sent to Devon County
2 <sup>nd</sup> instance within the academic year	Isolation – 1 day
Any further instances within the year	Fixed Term Exclusion or leading to Permanent Exclusion

### Deliberately Hurtful/Bullying to an individual where evidence is clear

1 <sup>st</sup> Offence towards an individual within academic year	Restorative Conversation
2 <sup>nd</sup> Offence towards an individual within academic year	1 day Isolation
3 <sup>rd</sup> Offence towards an individual within academic year	Fixed Term Exclusion

Further incidents could lead to a Permanent Exclusion.

### Other consequences;

Direct verbal abuse to staff	1 day Fixed Term Exclusion
Indirect verbal abuse to staff	1 day isolation
Fighting – equal roles	1 day Isolation
Physical assault	Minimum 1 day Fixed Term Exclusion
Non Cooperation at C3 or 'Parking'	1 day Isolation
Peer on Peer abuse	1 day Isolation
Vandalism	Minimum 1 day isolation
Truancing	1 day Isolation

Please note there are lots of other consequences and situations that occur but these highlight some of the main issues faced within the college all dealt with through the Behaviour policy.