



**DAWLISH  
COLLEGE**

**Behaviour Policy  
incorporating anti-bullying strategy**

**Adopted by governors of Dawlish College on 16 April 2024**

For review details see amendment record

## **Introduction**

Student behaviour and success in learning are inextricably linked. The Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours, which lead to the creation, and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

## **Purpose**

The policy aims to create a positive, purposeful teaching and learning environment through:

- Displaying the college expectations clearly and consistently
- Enabling all staff to feel confident in executing their responsibility for the effective management of student behaviour
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background
- Helping students to take responsibility for their own behaviour choices and understand that there are consequences for their chosen behaviour
- A system of rewards and graduated sanctions for students related to academic progress, success and behaviour
- Promoting good relationships with parents/carers in order to resolve issues as early as possible and to provide a package of support when and where necessary

Good learning and behaviour depend upon quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low-quality learning and progress.

Parents play a vital role in ensuring that their students are responsible for their own behaviour and learning. This collaborative approach will encourage your child to adhere to the college rules and expectations. As a parent, it is vital that support is given in respect to the expectations and values we hold.

## **Code of Conduct**

### **As a teacher I will;**

- Create a positive climate for learning and establish the use of routines, rules, sanctions and rewards
- Ensure all students are engaged in learning through the use of a range of techniques and strategies.
- Display the high value in which I hold education through my own professional and positive attitudes to students
- Model the language of mutual respect and adopt a problem-solving attitude to issues in the classroom
- Communicate regularly and develop mutually supportive relationships with parents/carers.

**As a student I will:**

- Arrive to lessons on time, with the correct equipment and ready to learn
- Listen to staff and each other, responding with respect and co-operation
- Work hard and attempt all the tasks the teacher has set within the time the teacher has given to me, to the best of my ability allowing others to do the same
- Take pride in my appearance and wear correct school uniform
- Behave around the college site in a way that ensures the safety of myself and others

**As a parent and carer I/we will:**

- Ensure my child attends regularly, on time and properly equipped
- Support my child's learning, including completion of homework
- Support staff in maintaining the high standards of behaviour and uniform expectations in line with the college Behaviour Policy
- Inform the college of any concerns or problems that might affect my child's work or behaviour
- Respond to any reasonable requests to attend consultation evenings and discussions about my child's progress and behaviour

**Rewards**

Students and staff are encouraged to start each lesson as a fresh start, in which all students and staff demonstrate the college values and rewards, verbal praise is given consistently together with personal messages home to parents from staff.

The best strategy for behaviour management is the consistent and regular use of praise. Praising those students who are doing the right thing reinforces their actions and behaviours and encourages other students to behave similarly. This is also a vital area for developing positive working relationships where staff and students share a mutual respect and a desire to make the right choices.

**Good choices** by students who are consistently following expectations will be regularly and consistently rewarded by:

- Praise messages being sent home
- Letters and telephone calls home from teaching staff, tutors, progress Leaders and Leadership Team
- Celebration events and Awards Evenings
- Being successful in application for Student Leader roles (Years 10 and 11)
- Year 11 Passport to Prom ticket
- Being selected to support with visitors to the college
- Invitation to lunch with the Headteacher
- Participation in trips, Enrichment Week adventures and offsite activities - These will be linked to the number of E-praise points students have. Students who have consistently followed the college expectations and have positive behaviour logs on E-praise and SIMs will be invited to attend trips and offsite activities at the end of each term.

All of the above are monitored by Progress Leaders who will communicate when students have done well. **Parents are encouraged to log on to the E-praise system** (contact the school for further information) to monitor homework set and E-praise points/demerits given. This will ensure that collaborative communication is happening regularly between home and school.

## **Student Welfare Officer Role**

The Student Welfare Officers are a support mechanism for both students and staff. They will allow teachers to teach in the classroom, when issues arise that need to be immediately dealt with. SWOs are responsible for alerting Progress Leaders and Leadership Team to reoccurring incident with particular students. SWOs are also a support in collecting statements following an incident, this ensures that both sides of a 'story' are listened to, and an accurate and fair sanction can be put in place. The welfare officers offer 1:1 support session and a mentor relationship with students who need regular reflective support.

## **Student report**

Where negative or repeated behaviours are occurring, a student may be put on report. This is a booklet, which will monitor the student's attitude and behaviour in lessons each day for a period of 1 – 3 weeks. Students will be expected to give this to teaching staff at the start of each lesson. It is their responsibility to ensure they collect it at the end of each session, keep the report neat and un-damaged and show this to the member of staff each morning for monitoring.

Students can be put on a subject specific report if the issue arises in one particular faculty. A child should be on report for a maximum of 3 weeks; if no improvement is seen, parents will be invited in to college to discuss their child's attitude to learning and behaviour. Whichever member of staff places the student on report should monitor progress and communicate its effect to other staff. If a student is placed on more than one subject report at the same time, this will be replaced by a progress Leader whole college report and monitored by leadership.

## **Home Learning**

Home learning is set by teachers to support and further develop the learning and understanding that takes place during college hours. It is an expectation of the college that students will complete home learning, as set, by the due date and to the best of a student's ability. All home learning is logged on E-praise for both students and parents to access. E-praise access ensures that you are able to support your child in completing home learning. Students will be given sufficient time to complete home learning and a clear deadline will always be given by staff. Where necessary, students are encouraged to seek help with home learning before the deadline for completion. Where a reason for not completing home learning is substantial, parents are asked to communicate this directly to staff, either via a letter, e-mail or contact with the tutor.

## **Uniform**

Effective teaching and learning require a sense of pride in oneself. This starts with a smart and tidy appearance, which helps to instil discipline and pride in students. It raises aspiration and encourages students to have high expectations of themselves and others. In order to ensure all students, have high expectations for themselves and others the college supports a zero tolerance in this. All college staff will consistently adhere to this.

All students in college should wear the correct school uniform. Students who attend college wearing incorrect uniform will be sent home to change, or uniform arranged to be brought into college. Parents will be contacted and ask to collect their son/daughter from college. If contact cannot be made students will work in the Behaviour Unit until appropriate uniform is sourced. Parents are asked to contact the college if there are particular needs or concerns with regard to college uniform, where every support will be given. The Headteacher's decision is final.

## **Sanctions**

Where possible it is most effective for staff to deal with behaviour concerns and follow through sanctions swiftly and expediently. Students respond best to teachers who are seen to be fair, consistent and who make the consequences of actions clear prior to issuing sanctions. Staff actively show reluctance and care when explaining the consequences of disruptive behaviour.

It is impossible to match sanctions with misdemeanours, but it is important that any sanction is seen as proportionate to the action earning the sanction. Where possible, adults should seek to de-escalate problems that arise. Warnings will always be given to allow students the chance to address the concern before a sanction is imposed.

### Monitoring behaviour in the classroom - 3 levels

Escalating Behaviour	Description	Staff Action
<b>Green</b>  1 <sup>st</sup> warning	Student disrupts learning	Student is discreetly informed that they have reached green level and are spoken to with reluctance and care.  <b>Name is clearly written on board</b>
<b>Amber</b>  2 <sup>nd</sup> warning	Student continues to disrupt learning despite previous warning	Student advised they are now at an amber level – this is an opportunity for student to reflect and change behaviour, prior to being sent to the <b>Behaviour Unit</b> . Staff to move students to a different area in room (where possible) <b>Name is clearly written on board</b>
<b>Red</b>  <b>Behaviour Unit</b>	Student continues to neglect the warnings	<b>Student is sent to the Behaviour Unit</b> <b>Epraise</b> entry created for student by member of staff on duty in Behaviour Unit and email sent home  Student in <b>Behaviour Unit</b> for remainder of the period (if they are able to regulate and engage positively with staff and academic work). Otherwise they remain until the end of the next break time.

#### Reasons for being kept in Behaviour Unit across a break time include:

- Lateness to a lesson (3 times in a week)
- Receiving a '2' score on report from a member of staff
- Failure to follow the college 'social expectations'
- Behaviour that disrupts the learning in class
- Inappropriate equipment
- Smoking in uniform– will result in **a week of social (break) time being removed.**

#### Social (Break) Time Expectations – failure to follow results in losing 2 break times (immediate)

- Follow direct instructions given to you by any member of staff.
- Balls are only to be used on the field, Astro turf and basketball court.
- No dangerous behaviour anywhere around the site.
- No running at any time in the Quad area, or any other corridor space.
- Tables around the site are only to be used for sitting at or eating at.
- All outdoor wear to be removed once settled in an indoor space.

#### Reasons for being internally isolated for a longer period of time include:

- Arriving after the bell at 8.45am

Being removed from a lesson by a member of the Senior Leadership Team (after all 3 stages and a refusal to leave)

Incorrect uniform - until resolved

Direct failure to follow instructions from a member of staff

Assault - fighting/violence towards another student

Truancy

Theft

Bullying

Persistent defiance

Indirect offensive/inappropriate behaviour or language

## **Suspension**

Headteachers have the power to discipline students for misbehaving outside of school premises; this includes any behaviour which could adversely affect the reputation of the college. The behaviour of a student outside of college can be considered grounds for suspension.

If a decision is made to suspend a student for a fixed term, a telephone call will be made to parent/carers to inform them of the decision. Parents/carers will be asked to come to the college to collect their son/daughter immediately. Students will remain off the college site, supervised by parents for the duration of the suspension. Parents will be informed of this via telephone and in writing. This will be logged on the student's profile and remain there for the remainder of their academic life. This is time for the family to reflect on the behaviour and education of students, with a clear plan of action to ensure that this sanction is not repeated further in the academic year. The college will use suspensions for serious incidents, some of which are listed below, although not an exhaustive list.

- Repeated incidents of bullying towards another student
- Direct offensive/inappropriate behaviour or language towards a member of staff
- Fighting or threatening violence towards a member of the college community
- Racist or homophobic abuse
- Substance abuse
- Sexual misconduct
- Direct and blatant offensive behaviour, defiance or verbal abuse to a member of staff
- Actions that endanger the health and safety of members of our community
- Actions which persistently stop the teaching and learning in class.
- Persistent defiant behaviour
- Theft
- Breach of mobile phone guidelines in this policy
- Entering a toilet cubicle with one or more other people

## **Parent meetings - re-integration**

After a period of internal isolation or suspension, parents will be asked to attend a re-integration meeting with a SWO and a member of the Leadership Team. Students should also attend this meeting and will not be permitted to attend mainstream lessons until this meeting has taken place. This is an opportunity for parents/carers to talk with senior staff at the college and to look at a support package for the student to ensure everything is in place to help the student make the right choices for their future. This meeting will be written up in a Personal Support Plan (PSP).

Suggestions for further support may include:

- Appointments with the college counsellor

- Appointments with the outreach - one to one support work
- Referral to specialist agencies like Y-Smart, Educational Psychologist, Careers SW and CAMHS
- Alterations to student timetable as part of a support package which can be temporary or permanent
- Students can access independently or be referred by staff to the school nurse intervention support, with any health-related concerns
- Students can access the college Police surgery each week with any concerns around various different issues in and out of school
- Educational Welfare Officer – managing attendance levels, which includes early intervention by meeting with parents and students
- Mentoring can be put in place with a trusted member of staff where students have expressed their own concerns regarding a variety of welfare issues, be they issues at school, or elsewhere
- Early help – Assessing young people and family's needs and putting specialist plans together with other agencies involved with the young people or families

Targets will be set during this meeting and a review date will be arranged. If targets are not met during this period of time, parents will once again be asked to attend a meeting with the Headteacher.

### **Permanent Exclusion**

The college has a good record with low numbers of permanent exclusions, working hard to support students and their families who are deemed at risk of permanent exclusion. The Assistant Headteacher attends the integration and exclusion panels for the area which are held regularly.

The Devon County Council Inclusion Officer allocated to Ivy Education Trust schools is Alastair Smith.

A student may be permanently excluded if:

- All other strategies have failed, and the student is persistently disruptive.
- The offence was a serious, one-off offence such as;
- Serious, actual or threatened violence against a pupil or member of the school personnel
- Sexual abuse or assault
- Supplying/using/carrying an illegal drug
- Carrying an offensive weapon
- Any other serious offence

If the Headteacher, or a representative in their absence, decides to permanently exclude a student the following procedure will be followed. A telephone call will be made to parent/carer to inform them of the decision. If the student is in attendance at the college, they will be asked to collect their child as soon as possible. A letter will follow this within one school day, which will state:

- The reason for the permanent exclusion
- The parent/carer rights to make representation about the exclusion to the Governor Disciplinary Committee (GDC)
- The name and contact details of the person whom the parent/carer should contact if they wish to make representation

For detailed information regarding exclusions please refer to the college's Exclusion Policy which is available on the college website.

### **Prohibited Items**

Suspensions will be given for possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, lighters and cigarette papers along with any other associated smoking paraphernalia
- E-cigarettes, vapes and vaping liquids along with any other associated vaping paraphernalia
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

A Yondr unlocking station, or a similar strength magnet that could be used to unlock the Yonbdr Pouches

### **Confiscation**

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they will immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item *or* if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff will consider why this is. Reasons might include that they:

1. Are in possession of a prohibited item.
2. Do not understand the instruction.
3. Are unaware of what a search may involve.
4. Have had a previous distressing experience of being searched.

The member of staff will take all reasonable steps to reassure the pupil about items 2, 3 and 4. However, if a pupil continues to refuse to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for prohibited items. Any decision to use reasonable force will be made on a case-by-case basis and will be a last resort, where the member of staff considers that conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should also be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Alternatively, where the member of staff decides that the use of reasonable force is not appropriate but there is reasonable suspicion that the pupil will not co-operate with the search because they are in possession of a prohibited item that they do not want to be confiscated, the school will reserve the right to sanction the pupil at the Headteacher’s discretion in line with the school’s behaviour policy as if a prohibited item had been found and confiscated.

The authorised member of staff may use a metal detector to assist with the search.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to an external agency is required.

## STUDENT PHONE POLICY & GUIDELINES

**Phones (and any related connectable electronic devices) are not to be used during school.** Every student is assigned a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

### **DAILY PROCESS**

#### **Beginning of the Day**

Students must bring their Pouch to school with them each day.

As students arrive to school they will:

Turn their phone off.

Open their Yondr Pouch by tapping against the Unlocking Base.

Place their phone inside the Pouch and secure it in front of school staff.

Store it in their bag for the day.

#### **End of the Day**

Students will:

Open their Pouch

Remove their phone

Close their Pouch (Important to stop the pin bending in the bag)

Keep in their school bag overnight.

#### **Late Starters or Early Leavers**

Students arriving late or leaving early will pouch/unpouch their phones in Student Reception.

### **VIOLATIONS**

#### **Pouches will be checked to make sure they have not been damaged**

##### Pouch Damage or Lost Pouch

If a student damages or loses their Pouch, parents/carers will be charged a **£25 fee for a replacement Pouch**. Any phone not in a working Pouch must be handed in to Student Reception.

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

##### Phone seen during School

If a student is found in possession of a phone outside a Yondr pouch, the phone will be confiscated and (in the majority of circumstances) the student will be suspended for breaching this aspect of the behaviour policy.

### Forgotten Pouch

If a student forgets their Pouch, **their phone must be handed in to Student Reception, who will contact home to remind parents/carers of the policy.** The phone will be returned to the student at the end of the school day.

If a student consistently forgets their Pouch, it is considered Lost.

**Refer to the Lost Pouch policy above.**

### Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and could lead to a suspension.

### Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.

### Connectable Electronic Devices (e.g. smartwatches, headphones etc.)

Phones must be turned off before being placed in the Pouch (see 'Daily Process'). The use of an electronic device to access the functionality of the phone will be treated in the same way as the use of a phone (see 'Phone seen during School').

### **Student and Family support**

The college has a strong pastoral team on site to deal with issues as they arise in college. Staff can alert a member of the pastoral team to any concerns at any time. Support for students and families will be offered where it is felt there are underlying issues, which are being shown in the student's behaviour in college. These are preventative measures to ensure every opportunity is given to support students in making the right choices and understanding their own behaviour and its impact.

The pastoral team work closely with the Special Educational Needs and Disability (SEND) team. In particular making specific contact with outreach and advisory teachers for example, students with ASC, physical difficulties, are hearing impaired, visual impairment, and physiotherapists or occupational therapists.

The Student Intervention Co-ordinator (SIC) will work alongside the pastoral team. The aim of the service is to offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within the school context, through working in partnership with parents, carers and other agencies.

## **ANTI-BULLYING STRATEGY**

The aim of the Dawlish College anti-bullying strategy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of our community should have an understanding of what bullying is and be familiar with the college policy on bullying: therefore, the aim of the policy is to help members of the college community to deal with bullying when it occurs and, even more importantly, to prevent it.

Dawlish College is committed to providing a caring environment for all students so they can experience college life in a secure and safe environment. Bullying of any kind is unacceptable at our College. If bullying does occur all students should be able to tell someone and know that incidents will be dealt with promptly and effectively according to these guidelines. Bullying can affect everyone, not just those directly involved but those who witness incidents. No one

person or group whether student, staff or any other adult have to accept this type of behaviour.

This Policy, aimed at students, parents/carers, staff and governors, outlines types of bullying, how bullying can be recognised and the methods used to support victims in dealing with issues as effectively as possible. However, on occasions and at our discretion, it may be necessary to deviate from the Policy, given the individual circumstances.

**Bullying can be described as:**

- Deliberately hurtful behaviour usually repeated over a period of time.
- An imbalance of power which often results in a person feeling unable to defend or protect themselves.
- A conscious desire to hurt another person placing them under stress/duress.
- Refusal to recognise responsibility for clumsy social interaction.

**Examples of unacceptable behaviour include:**

**Physical** - Punching, kicking, spitting, tripping, biting, hitting, pushing and any other uninvited physical contact and theft.

**Emotional/Psychological**- Being deliberately unfriendly - ostracism - leaving someone out of conversation/activities, threatening gestures, tormenting, theft, hiding or damaging personal belongings, spreading rumours. Most students involved in bullying will experience emotional distress to some degree.

**Verbal** - Spreading rumours, name calling, sarcasm, verbal threats (including messages sent by email, text, social networking). Direct calls using mobiles or landlines including anonymous calls.

**Cyber** - Unacceptable use of technology to intimidate, threaten, harass or frighten typically via email, texts, social networking sites eg Facebook, Instagram, Snapchat, mobile phone (including camera/filming facility) both on and off College premises and outside College time.

**Sexual** - Gender related: Sexually abusive comments, up-skirting, unwanted or inappropriate advances, gesture or contact of a sexual nature. Inappropriateness/invasion of personal space designed to threaten, humiliate or coerce. Inappropriate use of webcam/camera facilities, filming, sexting, altered images. Comments against pregnant students.

**LGBTQ+ (Lesbian, Gay, Bi-sexual, Transgender) related** - Anything related to negative student perception of themselves and their sexual orientation including transsexuality and gender reassignment issues

**Racist** - Any action or remark about ethnicity, religion, culture, racist taunts, threats or gestures.

**Gifted and Talented** - Negative references based on perception of high level of ability or effort regarding high achievers

**SEND** - Negative stereotyping, students are excluded from activity or subject to discrimination, treated less favourably than others, physical/mental health issues leading to discrimination

**Friendship issues/Bullying**

Bullying is not falling out between friends after a disagreement, quarrel or argument (though in some cases this can lead to bullying). Bullying behaviour is not teasing between friends without

intention to cause hurt. Coercion / persuasion can be subtle and result in pressuring to do something they don't wish to. Friendships are complex and occasionally there are changes to

friendship groups that can be temporary or permanent. It is worth bearing in mind that some issues experienced by students are sometimes done without deliberate intention, that is a person has not realised how damaging their comments, use of language or actions have been.

**Students who are or think they are being bullied should:**

- Tell someone straight away 'If you want it sorted, get it reported'
- Be heard and understood
- Be proud of who they are – it's good to be an individual.
- Remember – it's not their fault.
- Try not to retaliate, this can make the situation worse.
- Be assertive and walk away.
- Be confident in the College's ability to deal with the situation.
- Keep a record of the incident.
- Be offered support during and after the incident to be helped to seek solutions and feel
- Empowered throughout the process.

**Observers, witnesses, and bystanders should:**

- Take action, keep yourself safe, get help.
- Not stand there watching, as this makes the person being bullied feel worse. It can appear that
- you are siding/encouraging the bully.
- Report what you have seen to an adult
- If asked to write a statement – be honest and clear.

**Students who engage in bullying behaviour should:**

- Be heard and understood.
- Be enabled to understand the other person's point of view or situation.
- Be helped to learn to behave in an appropriate way so no further harm is caused.
- Have learning programmes and opportunity to develop their emotional skills and knowledge
- Be aware of any necessary sanctions that may need to be imposed working in conjunction with
- parent/carers.

**The whole College community should:**

- Challenge any behaviour considered to be of a bullying nature.
- Be clear about the anti-bullying stance the College takes.
- Celebrate the success of our anti-bullying work.
- Ensure that all members of the College community understand their role in challenging and reporting bullying incidents and the rights of every individual to feel safe.

**Parents/carers should:**

- Note any unusual behaviour and unexplained illness.
- Remain calm.
- Inform staff (welfare team) of any concerns.
- Advise young person not to fight back or retaliate.
- Explain to young person that the situation is not their fault.
- Reassure the young person that they will be listened to and supported.
- Play their part in regulating their son/daughter's behaviour when not on College premises or in College time including monitoring of use of social media.
- Recognise the impact that such behaviours have within the learning community.
- Work collaboratively with College staff to resolve any issues that impact on

learning in a negative manner

### **How the College promotes anti-bullying messages**

- Assemblies
- Co-Curricular grouping – trusted/known adult
- core curricular sessions & PHSE drop down days
- Subject areas, eg English, Drama, IT, Art, RS, History,
- Student Voice
- Designated staff
- Student Leadership –Anti-Bullying team; Buddies

### **Dealing with bullying**

Instances of bullying vary immensely and are therefore dealt with on an individual basis, supported by evidence that is available. Where possible Staff will endeavour to find firsthand evidence that backs up the allegations, allowing the issue to be dealt with quickly and avoiding any further unnecessary distress for victim

### **Guidelines for Mediation**

- The member of staff witnessing or being told about the incident(s) should inform key staff, bearing in mind the immediacy of certain situations and collate names of possible witnesses.
- Staff should be aware at all times of child protection issues.
- Confidentiality should not be promised.
- The welfare team will then decide, as to whether the incident can be classed as bullying or not and follow the behaviour policy including sanctions where appropriate.

### **When interviewing the students, staff will:**

- Listen objectively to what is being said.
- Encourage students to share what they are feeling.
- Ascertain who has been involved, including bystanders
- Discuss with the victim(s) what they would like to see happen and arrangements for the future.
- Offer coping/preventative strategies if appropriate.
- Discuss reparation/compensation if property has been damaged/destroyed.
- Set a realistic timescale for investigating and reporting back to the victim(s) if appropriate

### **The following approaches may be used as appropriate:**

- 
- Trying not to apportion blame, but rather approach the students in a non-confrontational manner with the emphasis on problem solving.
- Explaining you would like to talk to the students(s) as you are aware the student has been unkind to/causing problems for (name of victim). Asking the student(s) if they know how (name of victim) is feeling right now.
- Explaining that the bully(ies) bystanders are responsible for those feelings and this is not
- acceptable.
- Asking for suggestions to help the victim(s) feel better and to help solve the problem.
- If appropriate, arranging to see students again to see how things have improved.
- Contacting the parents/carers of those students involved, if appropriate.

Reported incidents will be fully investigated, and appropriate sanctions will be used. This includes suspensions. If it is considered appropriate a meeting between students can be used as a restorative measure and this will be chaired by a member of staff.

Parents/carers will be informed and the incident will be recorded.

In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the college to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

The Behaviour Policy states that the sanction for an incident of bullying is being internally isolated in the unit for an agreed period of time, either curriculum or social time. Repeated incidents of bullying, however, will result in a suspension being issued at the discretion of the Headteacher.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are educated through curriculum time to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.

Examples of support that may be used for students include, Peer mentoring; Peer mediation; Buddying; Befrienders; A class change after discussions with all involved; support from external agencies, eg NSPCC, Childline, Kooth.com, Young minds, Young Devon etc, Circle of Friends/Social Skills workshops; restorative work; 1:1 sessions with welfare officer, report, inclusion/bespoke timetable, counselling.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, appearance, lacking concentration or truanting from school. All members of the community must be alert to the signs of bullying; Staff should act promptly and firmly against it, in accordance with college policy.

This policy will be reviewed annually and is a result of work by several forums and significant discussions with staff, student, parents and governors.

All staff, students and parents are expected to follow this policy consistently to ensure a safe and positive learning environment is part of college life.

## AMENDMENT RECORD

Date	Reviewed by	Nature of change	Date of next review
Nov 2023	Local Governing Body	Review	Annually – Nov 2024 or earlier if required.
April 2024	Local Governing Body	Updated mobile phone policy.	Annually - April 2025 or earlier if required
May 2024	Assistant Headteacher KB/Headteacher SBS	Incorporate existing anti-bullying policy into one document.	Annually - April 2025 or earlier if required