



Behaviour Policy

**(Incorporating Physical Intervention, Rewards,
Anti-Bullying and Digital Devices)**

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Key:

- **VPP** - Vice Principal Pastoral
- **VPC** - Vice Principal Curriculum
- **AVPE** - Assistant Vice Principal Engagement
- **AVPT** - Assistant Vice Principal Teaching & Learning
- **RSL** - Raising Standards Leader
- **DRSL** - Deputy Raising Standards Leader
- **BfL** - Behaviour for Learning

References and Associated Resources:

- DfE (May 2019) *The Timpson Report*
- DfE (Nov 2018) *'Mental Health and Behaviour in colleges'*
- DfE (Jan 2016) *'Behaviour and Discipline in Colleges', Advice for Headteachers and College Staff*
- DfE (Jan 2018) *'Searching, Screening and Confiscation'*
- DfE (Sep 2017) *'Exclusion from Maintained Colleges, Academies and Student Referral Units in England'*. Updated September 2021.
- DfE Guidance on Bullying, *'Don't suffer in silence'*
- Education Act 2011
- College Standards and Framework Act 1998
- Education and Inspections Act 2006
- College Information (England) Regulations 2017
- Equality Act 2010
- Colleges (Specification and Disposal of Articles) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- DFE Keeping Children Safe in Education 2018 (2019 from 2/9/19)
- Education Endowment Fund (EEF) - Behaviour Research Report 2019
- DFE Character Education 2019
- DfE Behaviour Hubs 2021
- DfE Creating a culture: a review of behaviour management in Colleges 2020

This policy should be read in conjunction with the following college policies:

- Safeguarding (including Child Protection)
- Health and Safety
- Equal Opportunities Statement
- Teaching and Learning
- Acceptable Use Agreement - Staff & Students

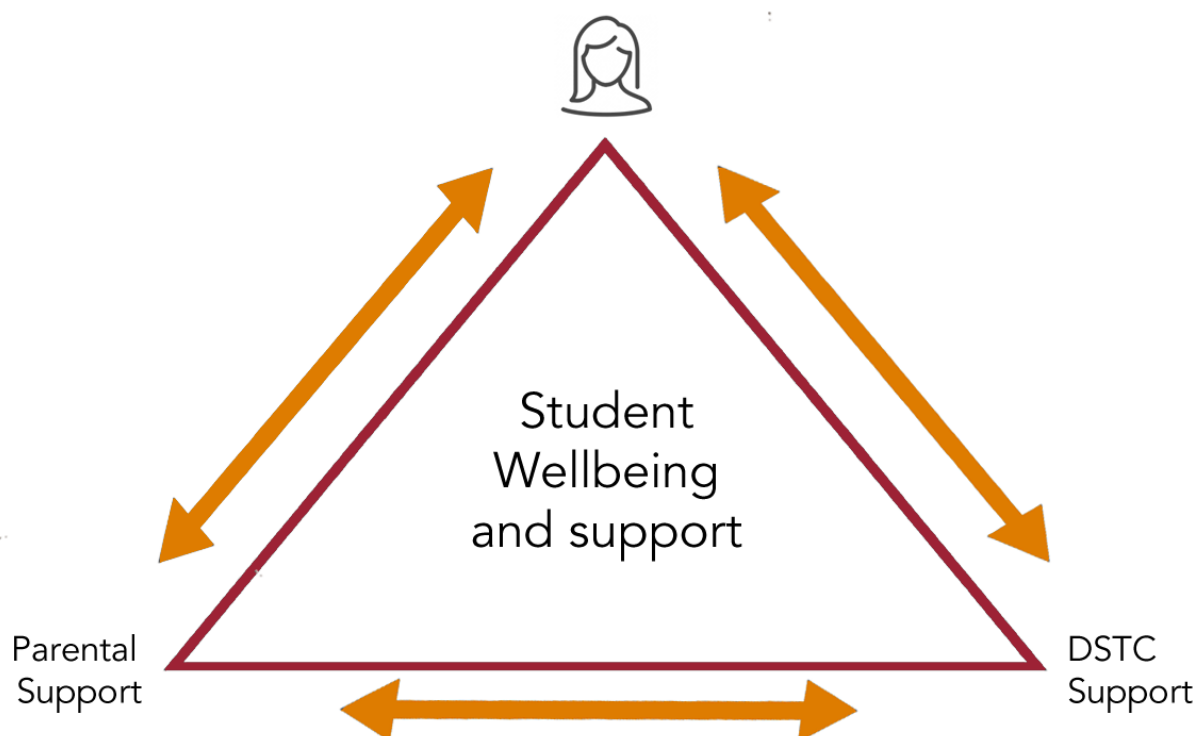
Review

The Vice Principal (Pastoral) will review the Behaviour Policy with a stakeholder focus group.

Policy effectiveness, fairness and consistency will be reported to the Governing Body. The outcome of the review and changes to the policy will be communicated to all those involved and the policy amended accordingly.

1.0 INTRODUCTION

Dartford Science and Technology College aims to 'Educate and Empower Citizens of the Future'. DSTC believes in the potential of every child within the College to develop, mature and thrive, leaving the College fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them. We firmly believe that parents and the College must work together effectively to support the student in developing their character in the widest sense:



Students are expected to follow guidance and support from both their parents and DSTC. Expectations of all parties can be found in the Partnership Agreement (Appendix 1).

1.1 AIMS

- Students are able to learn and teachers are able to teach through a consistent understanding of expectations.
- All students feel safe at DSTC.
- Student behaviour recognises the rights of others, such as the right to enjoy an uninterrupted and successful education.
- To promote positive behaviour through Character Education and the National 6 Character Benchmarks.
- Students accept responsibility for their behaviour and model British Values.
- Good behaviour is encouraged and rewarded both in the College and when representing the College in the wider community.
- DSTC has a culture of reward both in and out of the classroom and in every aspect of the College.
- Praise is justified, personalised and delivered sensitively.
- Unsatisfactory behaviour is dealt with firmly and fairly and unmet needs considered where possible.
- The DSTC community as a whole is united and works together to support every member to be successful.

DSTC will take full consideration of every individual student's needs, including those with Special Educational Needs ('SEN'), and protected characteristics. Where necessary the College will take into account any different

behaviours that individuals from these groups might exhibit, in line with the Equality Act 2010, the Education and Inspections Act 2006, the Children and Families Act 2014, and the Special Educational Needs and Disability Regulations 2014.

The Behaviour Policy supports the development of character, skills and knowledge within a focused, safe and secure environment. The expectations of behaviour and conduct of all our students are in line with those in the working world whilst developing skills and knowledge linked to the Cooperative Values, British Values and SMSC:

British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those with different faiths and beliefs and for those without faith

Cooperative Values (SEEDSS):

- Solidarity
- Equality
- Equity
- Democracy
- Self-responsibility
- Self-help

SMSC

- Spiritual
- Moral
- Social
- Cultural

1.2 STUDENT CODE OF CONDUCT - The 4 Cs

Curriculum

- Be confident in your ability to learn and make progress.
- Always attempt tasks: Do not be afraid to make mistakes; this is how you learn.
- Embrace the teaching and learning techniques which are used across the curriculum.
- Be happy to share your ideas and successes with others.
- Strive hard to be the best you can be, whatever your talents.
- Find out and understand the best way for you to learn and apply this within all your subject areas.

Community

- Be active citizens within the College community and help make changes to continually improve DSTC.
- Be proud to be part of DSTC and represent the College positively within the local and wider community.
- Be kind to others around you, treat others with respect.
- Look after the College environment - pick up litter and keep areas clean.

Character

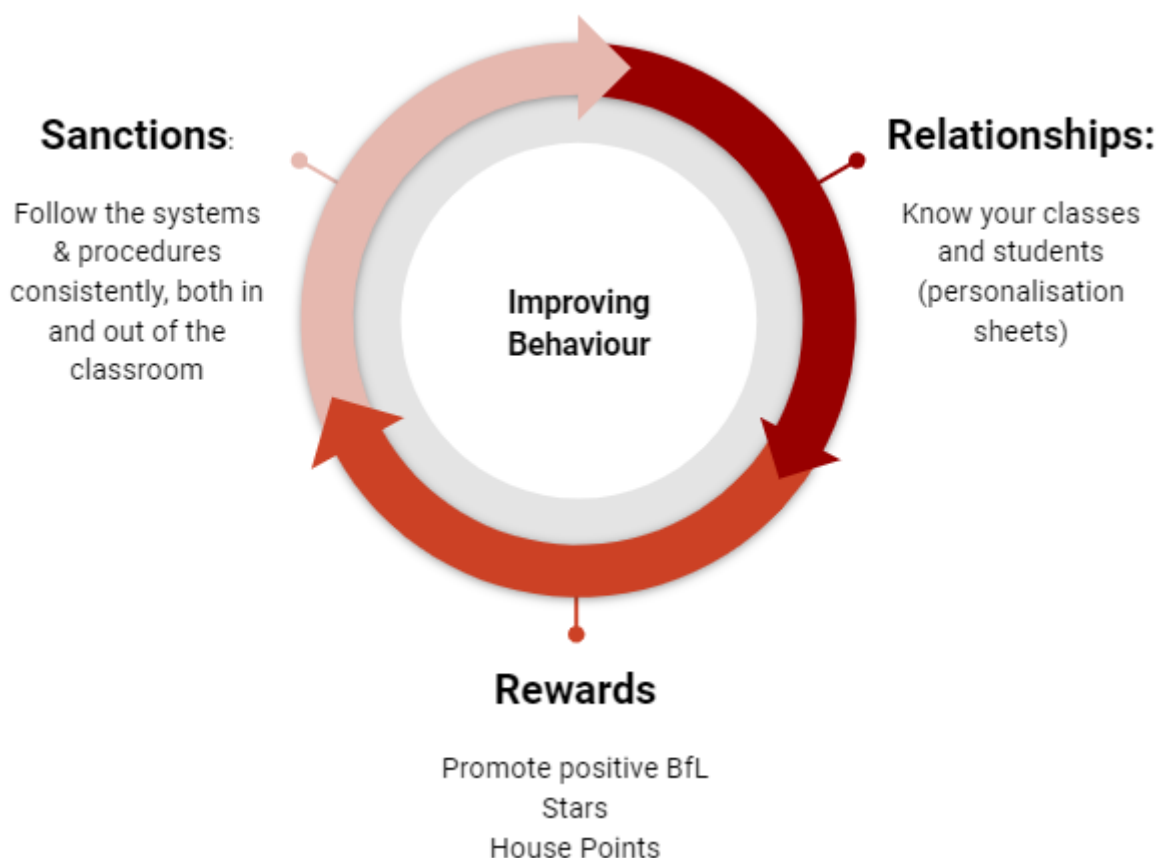
- Ensure you arrive at College, every day, ready to learn and engage in all lesson activities.

- Try your best in all classwork and homework, attending additional support sessions or clubs to help you progress.
- Think for yourself and take responsibility for your actions.
- Never bring any item into College which could cause harm to yourself or others.
- Behave in an appropriate manner when in or travelling to and from College and whenever you are in uniform.
- Show kindness, resilience, respect and determination.

Cooperation

- Have respect for all College staff and follow instructions without argument.
- Show respect and understanding for the opinions and beliefs of others.
- Always try to ensure everyone feels safe at DSTC; report any anti-social behaviour you may experience or witness, including bullying, abuse and exploitation.
- Ensure mobile phones and social media are used in a responsible way, which is safe for yourself and respectful to others.

Improving Behaviour:



DSTC recognises the need to build positive relationships between students and staff, with a clear rewards and sanctions system. To achieve consistency, roles and responsibilities are identified:

1.3 ROLES AND RESPONSIBILITIES

'Behaviour is everyone's responsibility' (Bill Rogers)

1. **Governors** will ensure there is no differential application of this policy and procedures on any grounds. This will be reported upon in the Governors' Quality of Provision Sub-Committee. The Governors will be responsible for reviewing any incident which results in a student being suspended for more than 15 days in a term; if a student is recommended for permanent exclusion, a Governor exclusion panel will be called.
2. The **Principal** is responsible for the strategic direction of the policy and procedures. The Principal is the only person able to issue suspensions or to recommend to Governors permanent exclusions. This may be delegated to the Vice Principal (Pastoral) in the Principal's absence.
3. The **Vice Principal - Pastoral (VPP)** Oversees the implementation and day-to-day management of behaviour at DSTC. They review Raising Standards Leaders' (RSLs) recommendations for suspensions to ensure consistency and parity of both the sanction and the investigation. The Vice Principal is also responsible for reviewing and reporting to Governors regarding the Behaviour Policy and developing staff training in this area.
4. The **Principal/Vice Principals** are all responsible for communicating suspensions to parents to ensure clarity of communication.
5. **Raising Standards Leaders (and Deputies)** are responsible for the behaviour in their year group and take a lead role in rewarding good behaviour, investigating with their Pastoral Lead, any behaviour incident. RSLs are responsible for analysing (at least half termly) both rewards and sanctions for their year group and for identifying any student requiring challenge, support or praise and recognition. RSLs are responsible for liaising with Form Tutors and Directors of Learning to ensure both positive and poor behaviour is identified early and appropriate support mechanisms are in place. RSL's are responsible for organising a half-termly 'Celebration of Success' assembly to highlight academic and personal achievements, including conduct, attendance, DSTC Stars and contribution to the wider community. RSLs, with the support of the Vice Principal, are responsible for leading a half-termly 'behaviour for learning' assembly to raise student awareness of DSTC's expectations.
6. **The Director of SEND (SENDCO)** and SEND team are responsible for advising the SLT regarding individual special educational needs and how these are taken into account regarding an incident.
7. **Directors of Learning (DoL)** are responsible for 'live monitoring' of standards of behaviour and engagement in their subject areas. DoLs are expected to support teachers in their department/faculty in implementing the college's behaviour management procedures. DoLs should liaise with the appropriate RSL where a student's behaviour in their area is not improving, despite intervention. DoLs are responsible for ensuring staff in their area nominate students for the termly 'Celebration of Success' assemblies led by RSLs. Directors of Learning are expected to attend the annual prize giving to celebrate student achievement in their areas.
8. **House Leaders** are responsible for organising and monitoring house activities and awarding house points for character traits developed as part of the reward system. They liaise regularly with RSL's and are line managed by the AVPE.
9. **All staff** are responsible for ensuring the policy and procedures are followed consistently and fairly applied. Staff are responsible for asking for help, support or guidance if they feel they need it. All staff are responsible for following up on out of classroom behaviours eg mobile phone usage in the corridor / litter dropping / enforcing 'walk on the 'left'.
10. **Subject teachers** are responsible for the learning, behaviour and progression of all students within the lesson. Any behaviour issues occurring in the lesson must be logged onto SIMs. Sanctions are set in line with behaviour procedures. Subject teachers are also responsible for communicating concerns to

parents/carers. Any students who have repeated negative behaviour incidents in a subject will be referred to the DoL or Subject Lead (SL) for further intervention.

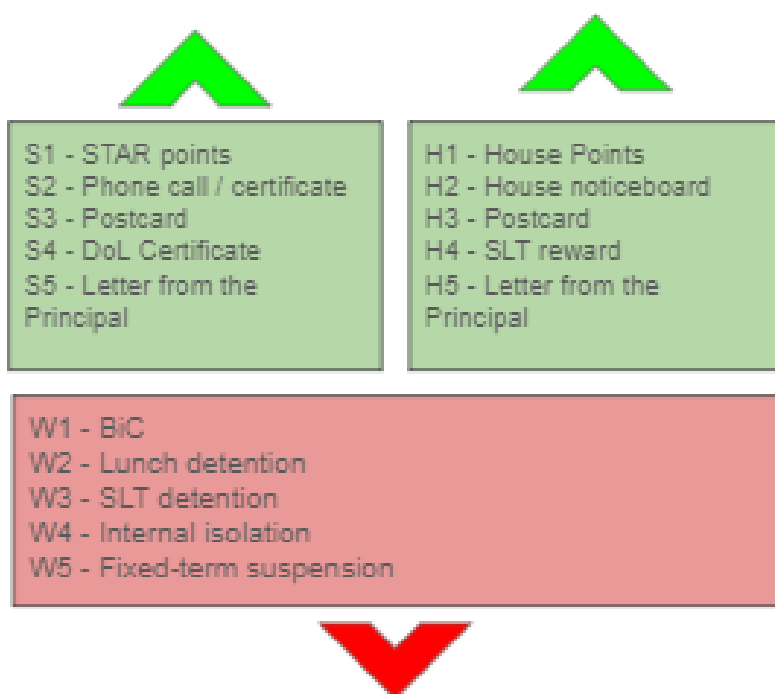
11. **Form Tutors** are responsible for reviewing behaviour, both positive and negative, of their tutees and for implementing appropriate support and challenge mechanisms under the guidance of their RSL/DRSL. This includes uniform and jewellery/makeup and other transgressions and recording stars/house points. Form Tutors are responsible for uniform, lanyard, makeup and jewellery checks.
12. **Pastoral Leaders** are responsible for the day-to-day monitoring of student behaviour in their year groups, working with their RSLs. Pastoral Leaders are responsible for leading restorative meetings, arranging Pastoral Support Plans meetings with parents and the RSL, arranging external support as agreed by the RSL or VPP, monitoring and dealing with uniform issues, mentoring, and being the first point of contact for parents. Pastoral Leaders are also responsible for the writing and review of Health Care Plans (HCP) under the guidance of the VPP and the RSLs.
13. **The Pastoral Intervention Assistant** is line managed by the VPP and has oversight of the Internal Exclusion Room. They are responsible for running regular behaviour reports and liaising with the relevant RSL's and DRSL's. The Pastoral Intervention Assistant supports students through the targeted use of bespoke intervention sessions and sends out a regular Behaviour Bulletin to staff.
14. **Parents/carers** will be expected, encouraged and supported to take responsibility for their child both in and outside of College. Any incidences that bring the name of the College into disrepute will be dealt with under this policy.
15. **Students** are expected to take full responsibility for their own behaviour both in DSTC, in the community and online, and will be made aware of the College policy and code of conduct expectations through assemblies and other activities and lessons.

Dartford Science and Technology College staff will:

- Reward positive behaviour through our Code of Conduct.
- Provide all students with opportunities to gain respect and to develop self-esteem, leadership, resilience and independence.
- Teach and model the need for tolerance, empathy and responsibility for and towards others.
- Follow agreed guidelines for applying the Vision, which are clearly communicated to students.

2.0 Reward Procedures

The College rewards students who demonstrate the values set out in the College's Vision and who make a positive contribution to the College both in the classroom and in extra-curricular and community-based enrichment opportunities they choose to engage in. The CONDUCT Card identifies any strikes a student has received. Parents should check it frequently. In addition, parents can use the “**College Gateway**” app to see their child's STAR and House Point rewards for the year. You can download the app by visiting <https://login.Collegegateway.com/>. Please select from the “Apple App store” or “Google Play Store” depending on your device.



2.1 Rewards

Students at DSTC now have twice as many ways to be rewarded using the College achievement log.

DSTC Stars are used to reward academic effort. STARS are given where a strong work ethic is displayed, with students attaining goals, academic or otherwise, consistently in all areas of College life.⁶

House Points are used to reward Character Education. This means students are rewarded for participation, resilience, confidence, courtesy, respect, truthfulness, courage and generosity. In addition, students are awarded for participating in or organising House Events.

To promote positive behaviour and academic engagement, we recognise it is important... to display, celebrate and advertise achievements regularly throughout the year. This is achieved in the annual prize giving, at half-termly 'Celebration of Success' assemblies, and through the newsletter and social media (where

appropriate). Reward stars (academic achievement) and House Points (character) will be recorded and monitored through the use of SIMS. House assemblies celebrate non academic achievements eg character and Celebration of Success assemblies, academic success.

Student Code of Conduct: DSTC STAR:

Always:

- Demonstrate positive behaviour
- Strive for excellence
- Take learning seriously
- Care for yourself and others

And you will be

- Successful
- Tolerant
- Ambitious
- Resilient

If a student has demonstrated outstanding commitment in a particular area, then a **badge** may be awarded:

- Student Ambassador
- Subject Ambassador
- Mentor
- Prefect
- Progress Award
- Community Award
- Sports Award
- Student Council
- Principal's Award

House Points will be issued for the following:

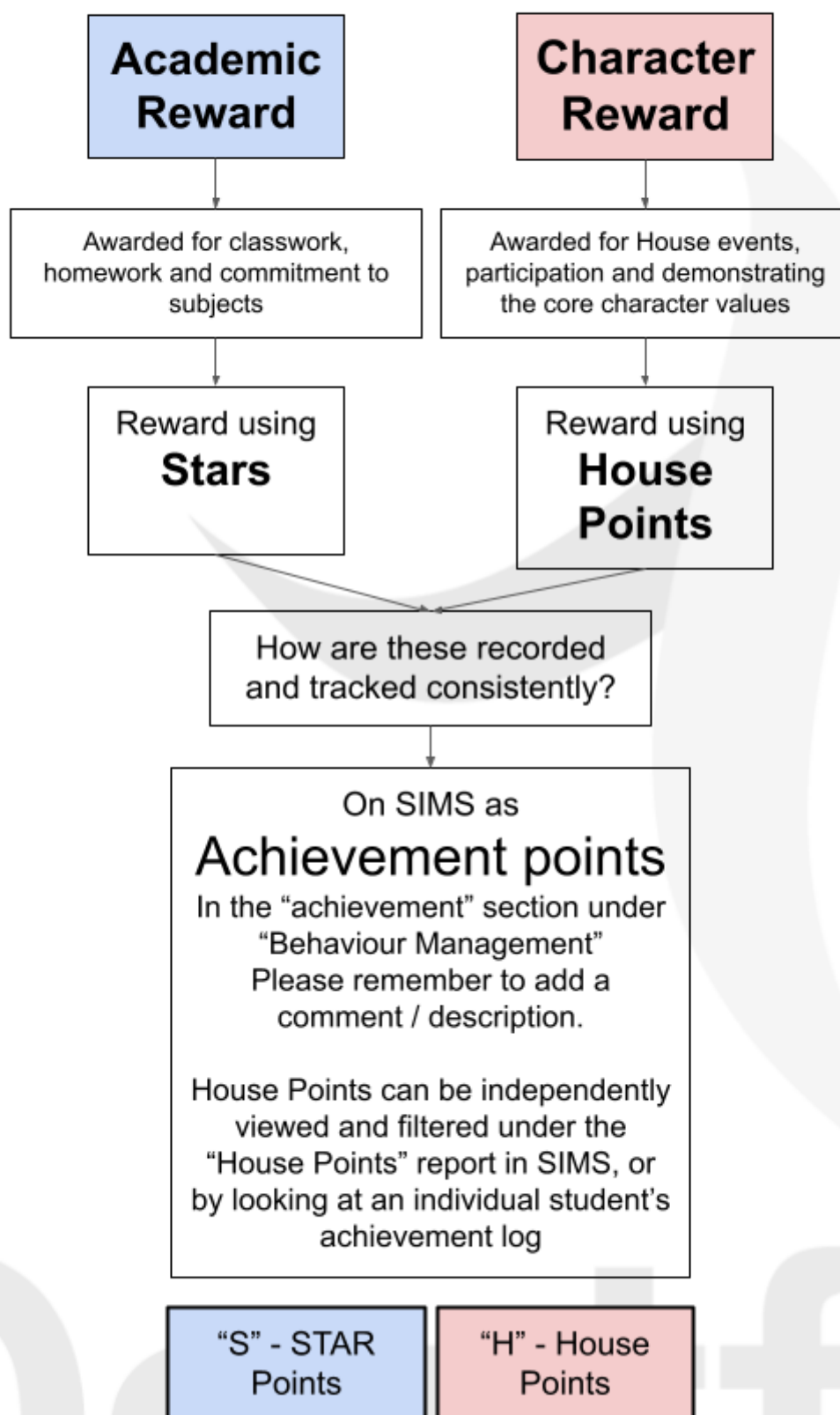
Showing kindness to others:

- Holding a door open
- Including someone who is perhaps having difficulties
- Helping someone
- Being polite

Taking responsibility for own actions:

- Excellent participation
- Going 'above and beyond'
- Other

Rewarding House Points and STARS



Behaviour Policy: STAR Reward Structure

		Action	Reward
S1	Day-to-day (1 Achievement Point)	<i>Examples include:</i> <ul style="list-style-type: none"> • A noteworthy piece of work • Exemplary uniform 	<ul style="list-style-type: none"> • Verbal Praise • 1 Star
S2	Ongoing Achievement (5 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Prolonged excellence in a class • Referred to RSL / DOL for outstanding work • Representing a department or Year Group at DSTC for academic reasons 	<ul style="list-style-type: none"> • A Positive phone call home • 'Great attendance' certificate (attendance officer) • 5 Stars
S3	Sustained Achievement (10 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Commitment to excellence in a subject over a half term • Having multiple features in the school Newsletter • Taking part in 3 or more academic events with your teacher 	<ul style="list-style-type: none"> • Postcard home (teaching staff) • 100% attendance certificate (attendance officer) • Improved attendance certificate (attendance officer) • 10 Stars
S4	Exceptional Achievement (20 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Sustained improvement in a subject • Nomination of excellence to SLT from a DOL / RSL 	<ul style="list-style-type: none"> • Director of Learning Letter home • Conduct certificate (RSLs) • RSL letter home/completed star CONDUCT Card • SLT letter home • 20 Stars
S5	DSTC Commendation for Excellence (50 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Achievement that is beyond the norm. • Academic acts or achievements that have a whole-school effect or show year-on-year commitment to a subject. 	<ul style="list-style-type: none"> • A letter home from the Principal • 50 Stars

Behaviour Policy: House Point Reward Structure



		Action	Reward
H1	Day-to-day (1 Achievement Point)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in a House Event Displaying Cooperative Values Being a good citizen e.g tidying, being courteous, helping others Show resilience / confidence 	<ul style="list-style-type: none"> Verbal Praise 1 House Point
H2	Notable Achievement (5 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in 3 different House events during a large term 1st place in a House Event Helping to organise a House Event 	<ul style="list-style-type: none"> A note on the House noticeboard 5 House Points
H3	Sustained Achievement (10 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in 6 different House Events during a school year Becoming a House Ambassador and helping run at least 1 whole-school event. Helping to organise 3 events over a school year 	<ul style="list-style-type: none"> Postcard home (from the House Leader) 10 House Points Ambassador badge (for House Ambassadors)
H4	Exceptional Achievement (20 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Becoming House Captain Completing a "House Award" of any level Public acts of kindness 	<ul style="list-style-type: none"> Postcard home from Mr Allen, SLT House Lead. 20 House Points
H5	DSTC Headteacher's House Award (50 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Any achievement that enhances the name and profile of DSTC through the House System - supporting your House charity in a significant way, or suggesting, developing and running a new, successful event 	<ul style="list-style-type: none"> A letter home from the Principal to you and your parents/carers. 50 House Points

2.2 DSTC CONDUCT Cards

All students will be issued with a CONDUCT sticker on their lanyard at the start of each academic year to record 'strikes'. The purpose of the card is to promote high standards of uniform and behaviour and out of classroom behaviour at all times to prepare students for working life.

It is the student's responsibility to ensure they wear their lanyard at all times during the College day. If a student loses their lanyard, they will be placed in an SLT detention. Students must then speak to their RSL who will issue them with a replacement lanyard (cost).

CONDUCT stickers must not be defaced. If a card is deliberately damaged, the student will be issued with a replacement card and will be placed in SLT detention.

Negative strikes will be issued for the following reasons:

Poor behaviour/manners in the corridors/classrooms, including:

- phones not being in your bag or pocket or not switched off
- use of headphones in the corridor / prohibited locations
- shouting
- swearing
- eating food or drinking
- chewing gum
- using the lift without a pass
- using staff or disabled toilets (without a pass)
- being out of lessons without permission
- being in an area that is out of bounds, e.g. stairwell
- lateness to a lesson (marked L on register)
- use of mobile phone in the building at all times, including before and after the College day (phones will be confiscated and handed into reception - collection at the end of the day)
- other inappropriate behaviour

Incorrect uniform both in and out of lessons, including:

- incorrect shoes
- no tie/tie too short
- no blazer or blazer worn incorrectly
- wearing a coat, hat, scarf or gloves inside the building
- wearing non-discrete makeup or fake tan
- wearing jewellery (jewellery will be confiscated and handed into reception - returned at the end of the day)
- wearing a skirt incorrectly or wearing a skirt which is too short or rolling up a skirt.

If a student receives '4 strikes' on their CONDUCT Card, they need to speak to their RSL/DRSL who will issue them with a new sticker. The sanction for a full CONDUCT Card is an SLT detention. If a student refuses to hand over their CONDUCT Card to a member of staff, they will be placed in internal suspension (IE).

3.0 ANTI-SOCIAL BEHAVIOUR

Teachers may discipline students for misbehaviour when the student is:

- Taking part in any College-organised or College-related activity, or
- Travelling to or from College, or
- Wearing College uniform, or
- In some other way identifiable as a student at the College including online.

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

- Could have repercussions for the orderly running of the College, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the College.

Parental/carer support is expected when the College applies an after-College detention as one of the consequences used by the College to address poor behaviour. It is important parents realise that the College has the statutory power under the Education and Inspections Act 2006 to detain students even without parental permission, although we will always attempt to notify parents. When an SLT after-College detention is issued we will contact home by telephone where possible. If parents defy the law in this respect without reasonable cause, the College may increase the seriousness of the sanction in order to enforce its rules.

DSTC will internally exclude (IE) students if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance, is very serious. IE is intended to be a serious sanction and restorative work completed together with providing an opportunity for the student to reflect upon their behaviour. A student can be placed in IE by a member of the Senior Leadership Team or Raising Standards Leader only. All placements into IE are planned and the Pastoral Intervention Assistant monitors these and any interventions needed.

For very serious or extreme anti-social behaviour, which includes any malicious accusation made about a member of College staff, the Principal, or the Vice Principal Pastoral in the absence of the Principal, has the delegated power to issue a suspension. DSTC follows the DfE guidance on 'Exclusion from Maintained Colleges, Academies and Student Referral Units in England' (DfE September 2017, updated September 2021).

Incidents of both positive and negative behaviour are recorded by staff on SIMS by the process of issuing positive stars/house points and negative behaviour points. The issuing of behaviour points is not a sanction in itself but a way to track, record and measure behaviour. Behaviour points should not be added cumulatively for a series of events within the same incident. In such cases the infringement that carries the highest points should be recorded and the details of other behaviours can be added as a note.

The Suspensions Table lists anti-social behaviour and the consequences that could follow that behaviour. We recognise all staff must consistently apply sanctions when behaviour is anti-social. This may be inside or outside the classroom. All students will be aware of the consequences through assemblies, Form Tutor sessions and information throughout the College.

3.1 In-class Warning Behaviour System:

A clear and progressive behaviour system promotes positive **Behaviour for Learning**. Students are aware that focus and engagement in lessons will result in rewards. Low-level behaviour and non engagement can result in non-verbal warnings from staff, followed by behaviour points (W1 onwards).

- **Non Verbal signal** - eg waiting for quiet, raised eyebrows, hand up from the teacher will be given to try and make the student aware of the behaviour.
- **W1** - Verbal Warning - students are expected to improve behaviour (with teacher support if needed). A brief 'Behaviour Improvement Conversation – BIC' will be had with the class teacher either during the lesson or at the end of the lesson. This is recorded on SIMS by the original class teacher. Students may be expected to complete unfinished work in their own time.
- **W2** - Removal to another classroom - students are expected to leave the classroom, take bags and books/work with them, and work within another classroom as directed by the teacher. DoL/RSL lunch detention will be issued. This is recorded on SIMS by the class teacher. The receptionist will issue one reminder slip for the RSL lunch time detention (consequence) in B009.
- **W3** - On Call - where there is serious disruption to the learning of others and/or a safety concern, students are taken to their Pastoral Leader or a member of the Leadership Team via 'On Call' triggered by the teacher. An investigation will be started if needed and Friday SLT detention will be issued if IE/Suspension is not required. This is recorded on SIMS by the class teacher. The Pastoral Leader will inform parents by phone.

Students who receive two W3s in a week will additionally be required to complete a day in Internal Exclusion. Parents will be emailed about this on the day. It will be monitored by Pastoral Leaders and authorised by RSLs in liaison with the Pastoral Intervention Assistant.

There may be incidents where the teacher makes a decision to exit the student via 'On Call', from the room immediately (W3), for example where the student's behaviour is preventing the teacher from teaching the lesson. The student is expected to be escorted to their Pastoral Leader or RSL. The teacher must record the incident on SIMS immediately. The incident will be investigated and a decision regarding IE or suspension will be considered.

If a student's behaviour is having a significant impact on teaching and learning, the Principal (or the VPP in her absence) may decide to issue a suspension. A suspension form should be completed by the RSL/AVP and discussed with the VPP to ensure parity of implementation of the behaviour policy.

Behaviour Policy: Sanction Structure

W1 Staff Issue	Behaviour Improvement Conversation (1 Behaviour Point)	BICs are designed to offer the student a chance to reflect on their behaviour and discuss strategies to ensure poor choices are not repeated. The member of staff <u>should spend time either in the lesson or at the end of the lesson leading this conversation.</u>
W2 RSL/DOL Issue	Lunch detention (5 Behaviour Points)	For example, having to be moved in a lesson. Escalates from: missing a BIC (W1). This detention is held by RSL's on Tuesday +Thursday in the same room each day (B009) to ensure consistency.



Staff can issue a formal intervention to take place after school if the behaviour consistently continues. This **MUST** be recorded on SIMS in the comments section of the W2 sanction, or the W3 section if there was a removal to I.R

W3 SLT Issue	SLT Detention (10 Behaviour Points)	For example, On Call removal or a full conduct card.. Escalates from: missing a lunch detention (W2). This detention is always held in on a Friday 3-4pm in B009, supervised by a member of SLT.
W4 VP / Principal Issue	Internal Isolation (20 Behaviour Points per day)	For example, refusing to comply with a member of staff, bullying, or the second removal from a lesson in a week. Escalates from: missing a Friday SLT detention (W3). This sanction is per full day in the Isolation Room, supervised by staff on a rota-based system. Work is provided by teachers for the lessons that the student would usually have that day.
W5 VPP / Principal Issue	Suspension (30 Behaviour Points per day)	For example, persistent refusal to follow staff instructions, a significant fight or an unsuccessful SLT report. Escalates from: Unsuccessful Internal Exclusion (W4). This sanction is for a predetermined period of time and takes place off-site. During this time, the parent or carer is responsible for the student.

3.2 Behaviour Management Procedures

	W1 Behaviour Improvement Conversation (BIC) (Teacher)	W2 Lunch Detention 20 mins (RSLs DoLs SLT)	W3 Friday Detention After College - 1 hour (SLT)	W4 IR Full Day (Via RSL or SLT)	W5 Suspension / Exclusion Via VPP / Principal
<p>Examples of behaviours leading to sanction (list not exhaustive)</p> <p><i>Repetition of negative behaviours will result in withdrawal of individual(s) from the lesson.</i></p> <p>*The table does not represent a finite list.</p>	<p>No homework.</p> <p>Incomplete work.</p> <p>Lack of work in lessons.</p> <p>Verbal warning given (W1).</p>	<p>Failure to complete BIC with teacher.</p> <p>Removal from a lesson (W2).</p> <p>Unsuccessful tutor report.</p>	<p>Failure to attend lunchtime detention.</p> <p>On call from removal lesson (W3).</p> <p>Removal by 'on call'.</p> <p>CONDUCT Card full.</p> <p>Serious breach of College rules (smoking and banned items).</p> <p>Rudeness towards a member of staff.</p>	<p>Unkind words or actions</p> <p>Failure to attend Friday detention.</p> <p>Refusal to comply with a senior member of staff.</p> <p>Rudeness towards a member of staff.</p> <p>Vandalism/ bullying/ threatening behaviour.</p> <p>Unsuccessful RSL report.</p> <p>Second removal from a lesson (week).</p>	<p>See list of examples.</p>
Sanction for failing to attend.	Lunch detention	Friday detention	IR	Repeat of IR or possible suspension	Further suspension or permanent exclusion
Location	Tuesday / Thursday B009	B009	IR	IR	NA

Sanctions

1. Behaviour Improvement Conversation
2. Lunch detention
3. Friday after-College detention
4. IR
5. Suspension

3.3 The College's Exclusions Policy, Covering: Internal Exclusions, Suspensions and Permanent Exclusions

The priority of all staff at DSTC is always to safeguard the physical and mental health, safety and wellbeing of all students and staff. In some cases it is necessary to suspend a student internally (in IR) or with a suspension or a permanent exclusion (PEX). In any circumstances where it becomes necessary to suspend a student, the statutory guidance and regulations from Kent County Council (KCC) and the Department for Education (DfE) will be followed:

'The decision to suspend or exclude a student must be lawful, reasonable and fair. Colleges have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. Colleges should give particular consideration to the fair treatment of students from groups who are vulnerable to suspension/exclusion.'

- *Disruptive behaviour can be an indication of unmet needs. Where a College has concerns about a student's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension/exclusion. In this situation, Colleges should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.*
- *Colleges should have a strategy for reintegrating a student who returns to College following a suspension and for managing their future behaviour.*
- *All children have a right to education. Colleges should take reasonable steps to set and mark work for students during the first five College days of a suspension; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after a suspension.*
- *For a suspension of more than five College days, the governing board (or local authority in relation to a student excluded from a PRU) must arrange suitable full-time education for any student of compulsory College age. This provision must begin no later than the sixth College day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive College days of suspension, then education must be arranged for the sixth College day of suspension, regardless of whether this is as a result of one fixed-period or more than one suspension.*
- *Where it is not possible, or not appropriate, to arrange alternative provision during the first five College days of a suspension, the College should take reasonable steps to set and mark work for the student. Work that is provided should be accessible and achievable by the student outside College."*

Permanent exclusion will be issued:

- A major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a student to remain in College would be seriously detrimental to the education of other students, or to the welfare/safety of other students, staff or the student themselves.
- More usually it follows a series of breaches of the College's disciplinary code and after a range of strategies to resolve the student's disciplinary problems has been tried and has failed.

3.4 Suspension / Exclusion Guide

Suspensions would normally be used for*:

- Verbal abuse to staff and/or students
- Physical abuse to/attack on staff and/or students
- Bullying
- Racist abuse
- Sexually abusive language and/or behaviour/indecent behaviour
- Damage to property
- Use of illegal drugs or alcohol
- Carrying drugs or drugs paraphernalia
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Carrying an offensive weapon
- Bringing a knife (or any other object that could be used as a weapon) into DSTC
- Incidents where the poor behaviour of a student outside College can be considered as grounds for exclusion
- Extreme anti-social behaviour, including bullying and racist incidents
- Persistent disruption to learning of others in the classroom
- Persistent disruption to the DSTC outside the classroom
- Inappropriate online behaviour
- Trying to bypass filtering systems
- Persistent refusal to follow staff instructions
- Verbal abuse
- Violence
- Extreme isolated events.
- Unsuccessful SLT report.
- Racist remarks
- Smoking / Vaping on DSTC site
- Bringing the name of the College into disrepute
- Breach of H&S
- Repeated Bullying
- Sexual misconduct
- Repeated inappropriate use of Social Media
- Physical Abuse
- Homophobic bullying
- Peer on Peer abuse
- Upskirting
- Failure of SLT report
- Vandalism
- Unacceptable behaviour which has previously been reported and for which the College sanctions and other interventions have not been successful in modifying the student's behaviour.

* This is not a finite list.

Duration of suspensions: The Principal may suspend a student for one or more periods not exceeding a total of 45 days in any one College year. If behaviours are repeated, then the suspension will increase in length. The Principal may exclude a student permanently if she judges the circumstances warrant it.

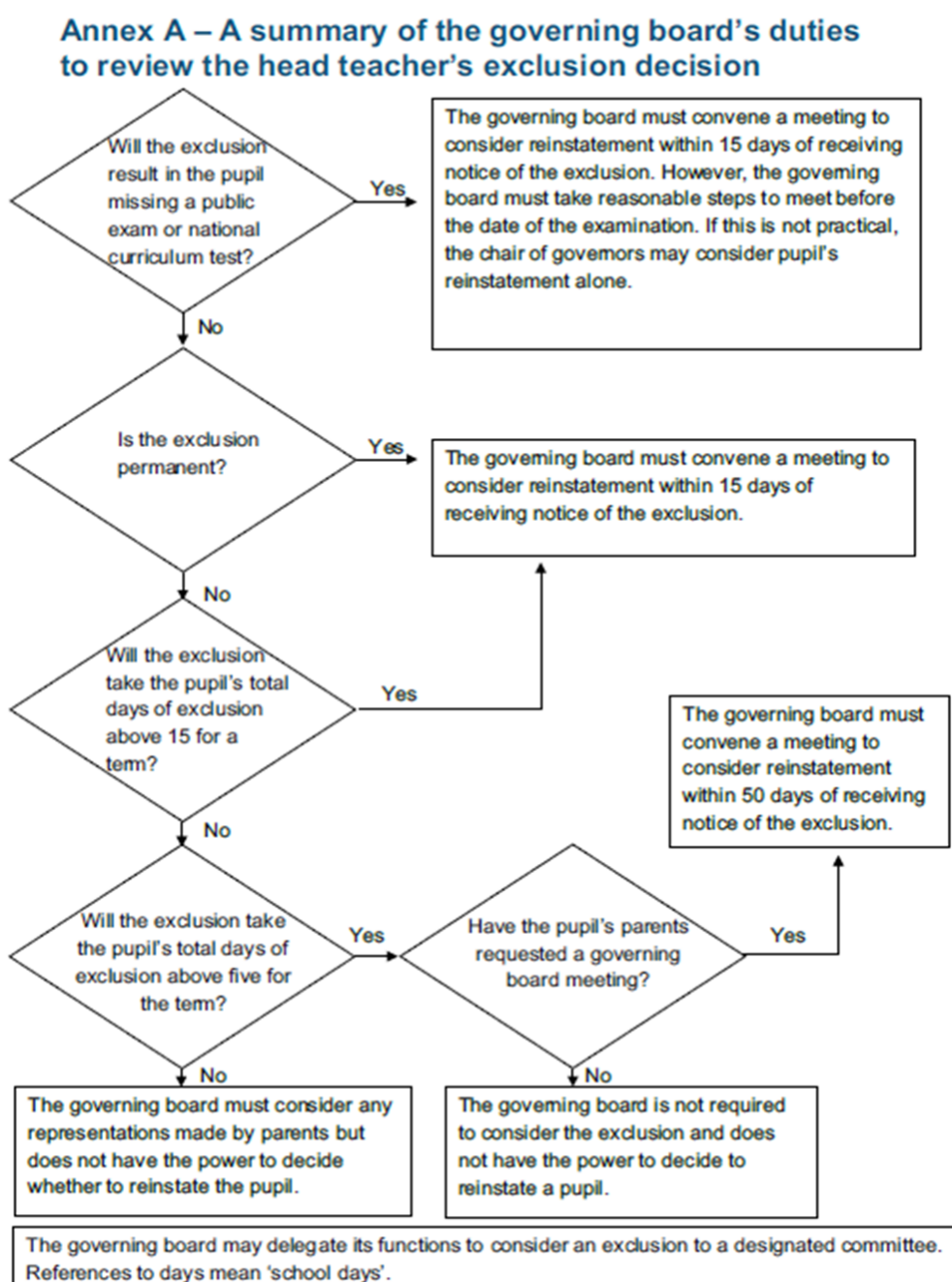
“Illegal exclusions” are not used by DSTC and the College will not send students home unless they are unwell or have been issued with an exclusion - either fixed term or permanent. In all cases, parents will be contacted as soon as possible by a member of the Senior Leadership / Pastoral Team.

DfE guidance on exclusion procedures:

The governing board has a duty to consider parents’ representations about exclusion (DfE 2017). The requirements on a governing board to consider suspension depend upon a number of factors. These requirements are illustrated by the flow diagram overleaf.

On return from a fixed-term exclusion the VPP and/or RSL will lead a reintegration meeting. This will cover reasons for the sanction, education about moving forward and an element of restorative practice. A Pastoral Support Plan will be set up and/or reviewed to monitor the improvements and actions needed.

3.5 Suspensions and permanent exclusions:



A decision to exclude a student permanently should be taken only:

- In response to a serious breach or persistent breaches of the College's behaviour policy; and
- Where allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College. (DfE 2017, 2021)

3.6 The College's approach to dealing with behaviour issues during social time and when moving to and from lessons

Staff should allow reasonable time for the student to eat, drink and use the toilet when issuing lunchtime detentions. This is enforced by the use of both BICs within departments and centralised detention times and locations.

Energy drinks are banned from College. If seen, they should be confiscated and the student given a 'strike' on their lanyard Conduct card.

Any poor behaviour outside of lessons will initially be logged as a 'strike' on the student's Conduct sticker. If a larger incident occurs it will be logged onto SIMS by the member of staff who initially dealt with the incident. If further intervention is required, this will be highlighted on SIMS and the PL/RSL/SLT to deal with.

The following behaviours will result in a **set** sanction being issued by the PL/RSL/SLT in charge of the student's year group:

- **Smoking** (including the use of e-cigarettes) – parents will be notified in **all** cases – suspension. Any subsequent occasions could result in a longer suspension.
- **Truancy** – parents will be contacted by the Attendance Officer by phone/text in all cases. If a student truants from a lesson (including Form Time) then they will spend their break/lunch or after College in detention to catch up on any work missed. If a student persistently truants, the Principal will consider issuing a Penalty Notice (please see Attendance Policy for further information).

3.7 Use of mobile phones in the building - the phone will be confiscated and handed into reception. Students will receive a strike on their CONDUCT Card.

3.8 The College's approach to dealing with behaviour issues when students are on a trip or representing the College in the community

When students are on a trip or visit they are representing DSTC and are expected to behave as such. Any student whose behaviour falls below the high standard we expect may have their parents contacted to collect them from the trip or visit. Costs of this will be met by parents and no refunds given. Any poor behaviour on trips or visits will be dealt with in the same way as if the offence had occurred on the College site.

3.9 The College's approach to dealing with issues that occur outside of College hours, when a student is in College uniform

Whenever a student is in uniform they are representing the College. Any students who behave in a way that brings the name of the College into disrepute will be sanctioned. The student can be issued with an SLT detention, or an internal exclusion or suspension. Any serious incidents could result in permanent exclusion from the College.

While DSTC recognises its duty of care to ensure students are safe and happy, we cannot usually sanction behaviour taking place at home or via social media out of College hours. Parents are responsible for their child's use of social media.

If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, College staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the College staff should follow the College's safeguarding policy, informing the Designated Safeguarding Lead (DSL).

If the police are involved with an investigation of an incident, DSTC will work with them and act upon the advice given. The DSL should be notified of any incident requiring external agency support.

4.0 Use of reasonable force

The College follows guidance from the DfE.

- All College staff have the power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Force can be used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable' means using no more force than is needed.
- Parents will be informed as soon as possible if reasonable force has been used.
- College staff have the legal power to use reasonable force if they believe such force is needed to prevent students from committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline in the classroom.
- It is always an individual choice for a member of staff to engage in using reasonable force within the guidelines of the policy if they feel confident and safe to do so.
- Teachers can discipline a student any time the student is in College or elsewhere under the charge of a teacher, including on DSTC visits (DFE February 2014).
- Corporal punishment is illegal in all circumstances.

Examples of using reasonable force include to:

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student from behaving in a way which disrupts a College event or a College trip or visit.
- Prevent a student from harming others.

4.1 GUIDANCE FROM EXTERNAL BODIES

External agency support

DSTC works closely with a range of external agencies, accessible via Behaviour, Attendance, Families (BAF) meetings, chaired by the Vice Principal.

The Law

As stated in the Department for Education's booklet 'Searching, screening and confiscation' (DfE, January 2018), teachers have the power to search **without consent** for prohibited items including:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any article the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or may cause personal injury, or damage to property.
- Any item banned by the College rules which has been identified in the rules as an item which may be searched for, e.g. a mobile phone while in IE, or stolen items or items in lockers.

Weapons and knives and extreme or child pornography must always be handed over to the police by the DSL.

- 'College staff can search students with their consent for any item.' (DfE January 2018)
- 'A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, Colleges can apply an appropriate disciplinary penalty.' (DfE January 2018)
- 'An item banned by the College rules may only be searched for under these powers if it has been identified in the College rules as an item that can be searched for.' (DfE January 2018)
- 'Where the person conducting the search finds an electronic device that is prohibited by the College rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all Colleges and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful "**without consent**" search and is prohibited by the College rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.' (DfE January 2018)
- 'If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of College discipline.' (DfE January 2018)

A search will always be made by a member of staff with a second member of staff present. Parents will be informed of the search as soon as possible. The Principal or VPP are responsible for authorising a search of a student.

5.0 Anti-bullying

DSTC does not tolerate bullying of any kind.

Key Priorities – Anti-Bullying

Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of College life or a necessary part of growing up and it rarely sorts itself out. Bullying of any kind is unacceptable at DSTC and will not be tolerated. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. No one person or group, whether **staff** or **student**, should have to accept any form of bullying or 'peer on peer abuse'. (See Safeguarding Policy for further details.)

Bullying impacts negatively on the achievement of individuals in College and consequently on the achievement of the College as a whole. Students who do not feel safe at College are unlikely to perform to the best of their ability academically, and commonly lack confidence, concentration, self-esteem and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend College frequently citing bullying as a factor in this behaviour.

All institutions, both large and small, contain an element of students with the potential for bullying behaviour. If a College is well disciplined and organised it can minimise the occurrence of bullying. The College believes in promoting good citizenship through its complementary curriculum programme: Individual Character Education (ICE). Within the programme of study it is made clear that bullying is a form of anti-social behaviour and how it is different from 'unkind words' - it is an ongoing series of incidents. It is wrong and will not be tolerated.

There are many definitions of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated often over a period of time.
3. It is difficult for those being bullied to defend themselves.

Bullying can be:

- **Physical:** pushing, kicking, hitting, pinching or any use of violence.
- **Verbal:** name calling, sarcasm, spreading rumours, teasing, hazing, 'banter'.
- **Emotional:** excluding, tormenting (e.g. hiding books, threatening gestures), being unfriendly, racial taunts, graffiti and gestures.
- **Sexual:** unwanted physical contact or abusive comments, including 'upskirting'.
- **Racist:** based on a person's colour, ethnicity, culture, religion or national origin.
- **Homophobic:** based on a person's actual or perceived sexual orientation.
- **Cyber:** uses electronic forms of contact, such as text messaging and instant messaging.

*Bullying based on **disability** could be included in any of the above categories.

Victims

In the short term, victims of bullying may become unhappy and distressed. Their self-image may be damaged and they may feel anxious and insecure. This may affect their concentration, learning and achievement and can contribute to problems with attendance, motivation and general health and wellbeing. Self-esteem is usually affected in a negative way. They may begin to view themselves as 'failures'.

Those who bully

Those who bully 'successfully' are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour patterns, can link with future criminal behaviour and can have consequences for future generations.

College

Bullying affects the whole College community and will impact on the ability of children and young people to enjoy and achieve. The reputation of the College will suffer if we are not seen to positively address concerns about bullying and raise the profile of our anti-bullying work among the whole College and the wider community.

Working with Parents

Supporting and involving parents is key to our successful anti-bullying initiatives. Steps taken to ensure parental involvement include:

- Regular consultation and communication with parents about bullying, its causes and its effects.
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents.
- Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents.
- Ensuring all College staff are aware of the College's Behaviour Policy so that they can respond appropriately and sensitively if approached by a parent.
- Involving parents of bullies and victims at an early stage.
- Ongoing contact with parents of both bullies and victims to ensure the problem does not recur.

As a College

In developing effective strategies DSTC recognises the importance of **group behaviour**. Harnessing peers in a **positive way** is effective as part of a whole-College approach to tackling bullying, through:

- Attaching high importance to challenging bullying as part of a strong College ethos
- Teacher Continuous Professional Development
- Training for support staff
- The curriculum
- Assemblies
- Support from the Pastoral Leaders
- Peer mentoring
- Peer mediation
- College Council work
- Circle of Friends
- Circle Time
- Tutor Time buddying system
- Cooperative approaches to group work
- Improving mechanisms for reporting bullying
- Anti Bullying Ambassadors.

Managing Bullying-related incidents

If bullying is reported to/seen by an adult within the College it will be taken seriously. The suspected victim, suspected bully and any witnesses will be spoken to in a non-threatening way. Help, support and guidance will be given as is appropriate to both the victims and the bullies.

The victim will be supported in the following ways:

1. Offering them an immediate opportunity to talk about the experience with their Form Tutor or their Pastoral Leader.
2. Informing the victim's parents/guardians if appropriate.
3. Offering continuing support when the student feels it necessary through either the peer mentor/ mediation service or the Pastoral Leader.
4. Getting the bully to change their behaviour through restorative approaches.
5. Giving the victim an opportunity to speak with the bully in an organised mediation meeting accompanied by an adult.

The bully will be helped in the following ways:

1. Talking about what happened, to discover why they became involved.
2. Informing the bully's parents/guardians if appropriate.
3. Continuing to work with the bully in order to get rid of prejudiced attitudes as far as possible.
4. Giving the bully a chance to meet with the victim to put right their wrong-doing.

All bullying incidents are logged onto the internal College system (SIMS) and input training is given to all new staff.

Training and Support for Staff

The College will ensure that staff receive training to help them provide the support both victims and bullies need. The Vice Principal (Pastoral) will ensure that bullying appears within the PSHRE/ICE (ICE - Individual Character Education) programme in all years. It is important that from day one everyone understands that bullying is not tolerated in the College and that everyone has the responsibility to tell - this is not telling tales. Complementary Curriculum and Tutor Time provide the ideal opportunity for discussion to take place. The PSHRE/ICE programme will teach the students to be assertive and that differences should be acceptable and never a cause for bullying.

6.0 Digital devices

USE OF MOBILE PHONES and OTHER ELECTRONIC DEVICES IN College

Please note that this guidance also applies to any other personal portable digital device.

Mobile phones are **ethically neutral**: they are a tool. They have rapidly increasing uses and applications and have become an almost indispensable part of our society and particularly in the lives of young people. It would be pointless and counterproductive to attempt to banish them from College life.

6.1 In the Classroom (or within timetabled time)

As a rule, mobile phones should **not** be used in lessons. They should be turned off so that they do not interrupt the lesson or the individual student's learning. Mobile phones should be kept away, out of sight and switched off so that there is no possibility of them becoming a distraction or being stolen. If a device is heard or seen by a member of staff, it should be taken to reception and the student may collect it at the end of the day. Mobile phones should be handed in to the supervising member of staff if a student is placed in Internal Exclusion. Mobile phones are banned in IR and should be handed in to the supervising member of staff at the start of the day.

In certain teaching circumstances, teachers may wish to allow access to mobile phones for educational purposes. In all other circumstances, phones should not be used and should be away and out of sight and switched off. Any phone being used without the teacher's permission will be confiscated.

If these rules are not complied with, the phone will be confiscated and handed in to reception and the incident logged on the student's SIMS record. Students collect phones from reception at the end of the day. Refusal to hand over the phone over at this point will be treated as a refusal to cooperate and College procedures will be followed and sanctions applied accordingly.

If a student has a phone confiscated again, this will be referred to the Pastoral Leader, who will contact home to make it clear that any further infringement will result in either the student being banned from bringing a phone into College or having to hand it in on arrival and pick it up when she leaves. Any further incident after this in a half term, the parent will need to collect after every infringement.

6.2 Out of Lesson time

Students may use a mobile phone **OUTSIDE of the College buildings only and during their recreation time** (i.e. at break or lunchtime) and in their own time before and after College. **However, this does not include the time when students are moving to and from lessons.**

When mobile phones are allowed to be used it is important to recognise that their use is governed by the College's code of conduct and Acceptable Use Agreement. It is not acceptable to photograph, film or voice record anybody without their permission. As a matter of courtesy, students should put their mobile phone away when engaging in conversation with staff at recreation times.

On no account should a student use a mobile phone to bypass College procedures by contacting a parent, e.g. to report illness or behaviour management issues to a parent. We ask for parental support in this matter. Parents should not text or call their children during lesson time.

The College's Acceptable Use Agreement signed by staff and students also govern the use of the internet and other applications on mobile phones whilst on College premises or on trips. It is the College's expectation that when students use their phone to access the internet, the same rules apply.

The College can accept no liability or responsibility (even after confiscation) for any mobile phones or similar devices, whether they are damaged, lost or stolen.

Year 11/12/13 are allowed to use their phones in the Canteen (and Post 16 students, their specific areas) at break and lunch but NOT in corridors. This is a privilege and could be removed.

6.3 Inappropriate Use of devices

Any inappropriate use of phones, or other electronic devices as technology progresses, such as filming or taking pictures without permission is prohibited and will be sanctioned accordingly.

Internal Exclusion

Mobile phones are banned in IR. Whilst in IR mobile phones are handed into staff and kept safe until the end of the day.

When bringing a mobile device onto the College premises, it is important to recognise that the College has the power to search electronic devices and download content to support investigations regarding behaviour incidents. The College does not need to seek parental permission to do this (DfE January 2018).

6.4 Loss or Theft of Valuable Items

We strongly advise all parents that their daughter should **not** be bringing valuable items into College to alleviate the chance of theft or loss. DSTC takes no responsibility for their loss or damage.

Dartford Science and Technology College
Partnership Agreement

Student Responsibilities

I recognise that I am responsible for my own achievements and conduct and I will always approach opportunities and challenges with a positive mindset.

I will:

1. Follow the DSTC code of conduct.
2. Attend DSTC regularly and on time.
3. Wear the lanyard and College uniform (dress code in Post 16) correctly (including to and from College) and bring all the equipment I need every day.
4. Bring all the equipment I need each day.
5. Keep up to date with my homework.
6. Always have my mobile phone switched off and in the bottom of my bag during lessons, unless I have been given a clear instruction to use it during lessons to help my learning.
7. Hand over my Conduct Card when asked to by any member of staff.

Parental Responsibilities

As parents, we acknowledge that we have chosen to send our child to be educated at Dartford Science and Technology College.

As parents I/we commit to:

1. Support my child in fulfilling their student responsibilities.
2. Support the values and policies of DSTC and encourage my child to do their best.
3. Use the 'Gateway' App to track my daughter/son's attendance, behaviour and rewards.
4. Provide a working environment for my child to do their homework and support them in completing this.
5. Inform DSTC of any concerns about my child's learning or welfare in a constructive way.
6. Attend all parents' evenings and discussions about my child.
7. Take family holidays during College holidays or recognise that fines may be issued.

DSTC's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world.

DSTC will:-

1. Ensure College policies are readily available to parents on the DSTC website and act in accordance with them.
2. Let parents know about any concerns or problems that affect their child's progress.
3. Share with parents regular assessments and progress reports.
4. Share key rewards, attendance / behaviour and information via the Gateway App.
5. Keep parents informed about College activities and changes through regular letters home, newsletters and notices about special events.

STUDENT CODE OF CONDUCT - The 4 C's

Curriculum

- Be confident in your ability to learn and make progress.
- Always attempt tasks: Do not be afraid to make mistakes; this is how you learn.
- Embrace the teaching and learning techniques which are used across the curriculum. Thinking Hard
- Try your best in all classwork and homework, attending additional support sessions when invited
- Be happy to share your ideas and successes with others.
- Strive hard to be the best you can be; whatever your talents.
- Find out and understand the best way for you to learn and apply this within all your subject areas.

Community

- Be active citizens within the College community and help make changes to continually improve DSTC.
- Be proud to be part of DSTC and represent the College positively within the local and wider community.
- Be kind to others around you, treat others with respect.
- Look after the College environment - pick up litter and keep areas clean.

Character

- Ensure you arrive at College, every day, ready to learn and engage in all lesson activities.
- Take up as many opportunities as you can e.g. clubs to widen your interests.
- Think for yourself and take responsibility for your actions.
- Never bring any item into College that could cause harm to yourself or others.
- Behave in an appropriate manner when in, or travelling to and from College and whenever you are in uniform.
- Show kindness, resilience, respect and determination.

Cooperation

- Have respect for all College staff and follow instructions without argument.
- Show respect and understanding for the opinions and beliefs of others.
- Always try to ensure everyone feels safe at DSTC; report any anti-social behaviour you may experience or witness, including bullying, abuse and exploitation.
- Ensure mobile phones and social media are used in a responsible way, which is safe for yourself and respectful to others.

The Student Code of Conduct is underpinned by our **DSTC Cooperative Values (SEEDSS)**:

- **Solidarity**
- **Equality**
- **Equity**
- **Democracy**
- **Self - responsibility**
- **Self-help**

Appendix 2 Behaviour Improvement Conversations

Behaviour Improvement Conversations (BICs)

'Behaviour is everyone's responsibility' (Bill Rogers)

'Consistency is key' (Bill Rogers and CLT!)

Behaviour Improvement Conversations are used to improve student behaviour. Instead of a traditional detention, a conversation that is **certainly** going to take place is often more effective because it addresses the behaviour in real time.

Teachers are asked to discuss individually with students three questions:

1. State the behaviour: ***'I noticed'*** that you were talking over me in xxxxx lesson. What happened? What's the matter? Why do you think it brings you here?
2. Ask what needs to be done to remedy the situation: ***'What could you do better next time? What could you do differently? What could you do to improve your behaviour next lesson?'***
3. Restate the agreed action: ***'So next time you will XXXXX in your XXXXX lesson. Thank you.'***

End the mini meeting on a positive: ***'I look forward to teaching you the next lesson with a fresh start.'***

BIC	Lunch Detention	After-College Detention	Internal Exclusion	Suspension
Teacher	RSL/DoL	SLT	RSL/SLT	RSL/SLT - VP/P
In lessons or immediately after.	30 minutes	1 hour	1 day	As needed

Procedure:

- BICs will happen either during the lesson or immediately after the lesson.
- Teacher records BIC. on SIMS detention system.
- If the student repeats the behaviour, then W2 should be followed - removal from the lesson and a lunch detention set by the class teacher with the RSL on SIMS.

Appendix 3 Anti-bullying - a student guide

As a student: What can you do if you are being bullied?

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- Tell an adult as soon as you feel threatened by anyone's actions. They will be able to support you.
- Teachers will take you seriously and will try to deal with the bullies in such a way to stop the bullying.
- Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

Online / Cyber-bullying

DSTC takes all forms of bullying very seriously, including bullying that exists online or using digital devices. In order to support staff and students with staying safe online, we have undertaken a whole-College approach to training. Students all undertake the OSA online safety training and staff have completed the National Online Safety certificate.

If you know someone is being bullied

- Take Action! Watching and doing nothing (bystander apathy) looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with the bully.

Procedures to be used in cases of bullying:

- A written account by the victim and bully and any witnesses are taken by staff and kept on the student's file.
- The bully is spoken to by a member of staff and told to stop.

The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going:

- 1) Internal Exclusion at break and lunchtime;
- 2) Parents or guardians informed;
- 3) Community service to be issued if appropriate;
- 4) Restorative meeting between the victim and bully;
- 5) If the bullying does not stop, a full day in Internal Exclusion;
- 6) Youth Crime Reduction Officer to provide support;
- 7) If incidents continue, report incidents to the Police.

Students are able to self or peer refer if they are concerned (as per the Safeguarding Policy):

- [Student Wellbeing / Safeguarding Self & Peer referral form](#)

Appendix 4 - DSTC Uniform Code

A high standard of personal appearance is expected, uniform irregularities will be picked up and sanctions applied as appropriate.

Uniform in Years 7 – 11

- Black Blazer with embroidered logo*
- Black Pleated Skirt – **to be worn knee length** or black tailored trousers
- College Tie: Maroon and gold - for years 7 to 10
- Plain maroon for year 11
- Plain white College shirt, long or short sleeved
- Plain black V neck jumper may be worn under the blazer in cold weather (**never as an alternative to a blazer**)
- Plain white or black socks or black / skin tone tights
- Plain flat, black College shoes (no canvas shoes or trainers). Kickers may be worn but they must be black with black laces.
- Plain coat (without logos)
- White Lab Coat / optionally embroidered with College name and student initials
- Year Group Lanyard - Given to the student when they join DSTC

PE Kit - worn to College on PE / Dance lesson days

- Plain black shorts or skort - must be thigh length
- Plain black joggers / leggings
- Maroon hooded DSTC sweatshirt, embroidered with student initials
- White DSTC polo shirt, embroidered with student initials
- Non Marking Trainers (no canvas)
- Plimsolls or ballet shoes for dance (optional)

* A separate 'sew on' badge is also available to purchase from our uniform suppliers.

In addition to the basic College uniform the following rules apply:

- **Hair:** students must not attend College with hair that is dyed any colour other than a natural looking one. Students are not allowed to wear wigs unless there is a medical/cultural reason to do so.
- **Headwear:** students are not allowed to wear hats, bandanas, twine, beads or large bows & headscarves in their hair.
- **Religious headwear** is an accepted part of the College uniform: These to be plain black, maroon or dark blue.
- **Jewellery:** Students should not wear any type of jewellery except a wristwatch and a small pair of stud earrings (one in each lower lobe of the ear).
- **Piercings:** Any visible body piercing or inappropriate jewellery should be removed by the student before entry to DSTC. Any new piercings should be completed at the start of the summer holiday to allow sufficient time for healing as when students return to DSTC they will need to remove them. Covering them up is not an option.
- If a student wishes to wear jewellery which has **religious significance** the parent needs to contact the Pastoral Leader in advance for permission.
- **Makeup** is not permitted in Key Stage 3.
- In Key Stage 4, **makeup** should be discrete and natural looking. It is at the discretion of RSL's to judge whether a student needs to remove makeup.
- **False eyelashes are not permitted.** Students will be asked to remove them or if they refuse, further sanctions will be applied.
- **Nails** should be kept short and natural with no nail varnish. False nails of any description are not permitted.
- **Ties:** Ties must be worn at all times. Students in Years 7 to 10 must have their tie long enough to show a minimum of five sets of stripes.