



BEHAVIOUR POLICY

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

Owner: Mrs Deborah Ellis, Vice Principal, Designated Safeguarding Lead.

Date Ratified:

Signed:

Date to be reviewed:

Contents

Page

1.0 Introduction	3
1.1 Aims	3
1.2 Student Code of Conduct	4
1.3 Roles and Responsibilities	5
2.0 Reward Procedures	7
2.1 Rewards	7
2.2 DSTC Conduct Cards	9
3.0 Anti Social Behaviour	10
3.1 In-class Warning Behaviour System	11
3.2 Behaviour Management procedures	12
3.3 The Colleges Exclusion Policy	13
3.4 Exclusion Guide	14
3.5 Fixed and Permanent Exclusions	16
3.6 Colleges Approach to Dealing with Behaviour Issues Outside of Lessons	17
3.7 Use of Mobile Phone in the Building	17
3.8 Dealing with Issues Occurring Outside School	17
3.9 Dealing with Issues Occurring Outside School Student in School Uniform	17
4.0 Use of Reasonable Force	18
4.1 Guidance from External Bodies	18
5.0 Anti-bullying	20
6.0 Digital Devices	22
6.1 In the Classroom	22
6.2 Out of Lesson Time	23
6.3 Inappropriate Use of Devices	23
6.4 Loss or Theft of Valuable Items	23
Appendix 1 DSTC Vision	24
Appendix 2 Home College Agreement	25
Appendix 3 Behaviour Improvement Conversations	26
Appendix 4 Anti- Bullying - A student guide	27
Appendix 5 Behaviour Stages	28
Appendix 6 Report Stages	29
Appendix 7 DSTC Exclusion Form	30
Appendix 8 Exclusion Procedure	32
Appendix 9 Digital Front Door Form	34
Appendix 10 Uniform Code	35
Appendix 11 Internal Exclusion	37
Appendix 12 Student incident record Sheet	38
Appendix 13 On Call and IE Procedures	39
Appendix 14 Pastoral Support Plan	41
Appendix 15 Bullying	45

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 schools', Advice for Headteachers and School Staff*
- DfE (Jan 2018) *'Searching, Screening and Confiscation'*
- DfE (Sep 2017) *'Exclusion from Maintained Schools, Academies and Student Referral Units in England'*
- DfE Guidance on Bullying, *'Don't suffer in silence'*
- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2017
- Equality Act 2010
- Schools (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

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

Review

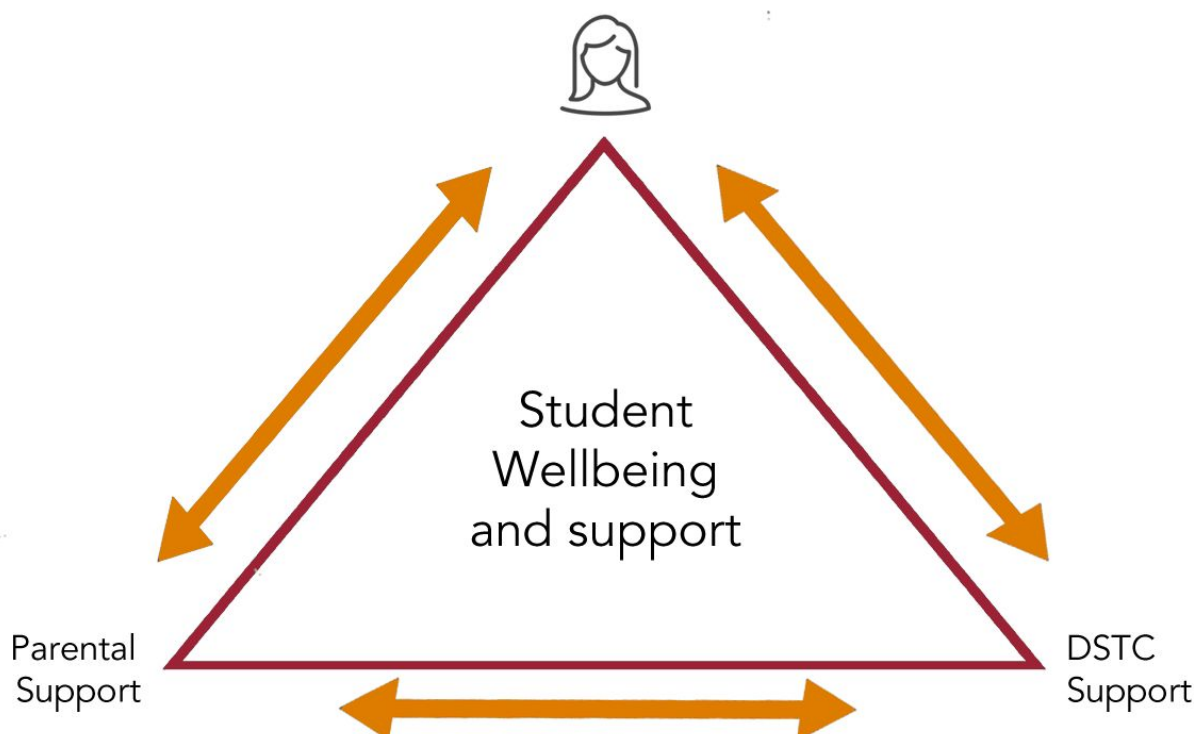
The Vice Principal (Pastoral) will review the Behaviour Policy with a stakeholder focus group at least every two years. This could include views from:

- Staff
- Parents
- Students

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 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:



Students are expected to follow guidance and support from both their parents and DSTC. Expectations of all parties can be found in the Home/College Agreement (Appendix 2).

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.
- 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 praise culture both in and out of the classroom and in every aspect of the College.
- Praise is justified, personalised, 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 of Special Educational Needs ('SEN'), disability, race and gender. 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 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:

SMSC

- Spiritual
- Moral
- Social
- Cultural

British Values

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

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 school 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 to school, 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 school that could cause harm to yourself or others.
- Behave in an appropriate manner when in or travelling to and from school and whenever you are in uniform.
- Show kindness, resilience, respect and determination.

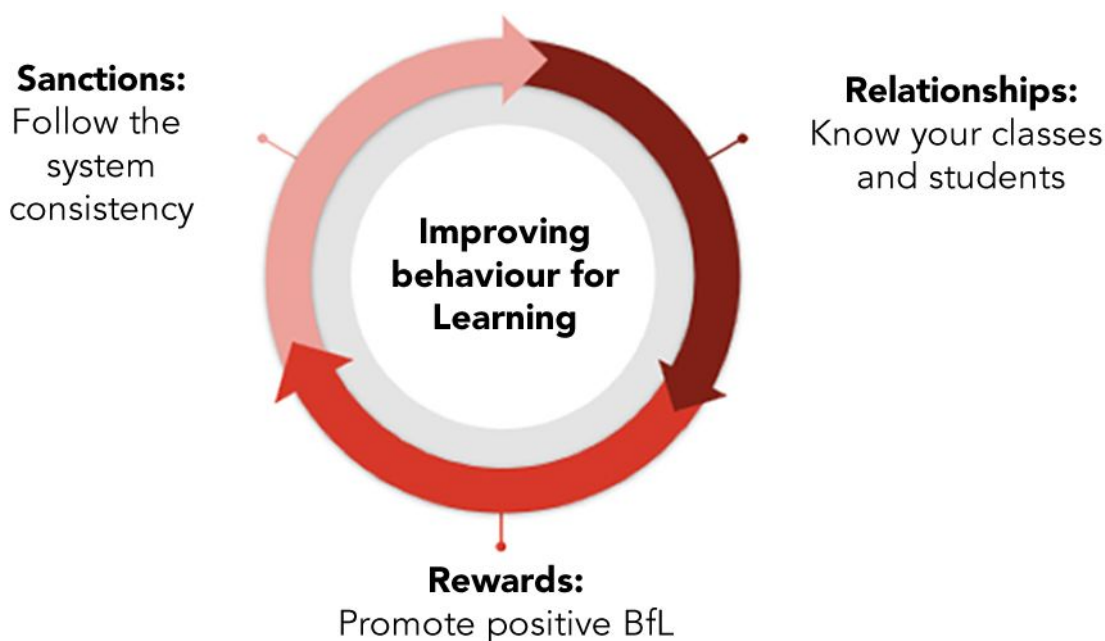
Cooperation

- Have respect for all school 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)**:

- **S**elf-responsibility
- **E**quality
- **E**quity
- **D**emocracy
- **S**olidarity
- **S**elf-help



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 below.

1.3 ROLES AND RESPONSIBILITIES

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

1. **Governors** will ensure there is no differential application of the policy and procedures on any grounds. This will be reported upon in the Governors' Quality of Education Sub-Committee. The Governors will be responsible for reviewing any incident which results in a student being excluded 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 implementation and day-to-day management of the policy and procedures. The Principal is the only person able to issue fixed-term exclusions or to recommend to Governors permanent exclusions. This may be delegated to a **Vice Principal** in the Principal's absence.

3. The **Vice Principal** - Character and Culture (VP) reviews Raising Standards Leaders' (RSLs) recommendations for exclusions 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 exclusions to parents to ensure clarity of communication.
5. **Raising Standards Leaders** are responsible for the behaviour in their year group and take a lead role in investigating, together 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 that needs challenge, support or praise and recognition. RSLs are responsible for liaising with Form Tutors and Directors of Learning to ensure that 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. Fortnightly updates regarding stars and strikes are collated to share with Form Tutors.
6. **The SENCO** 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 responsible for attending the annual prize giving to celebrate student achievement in their areas.
8. **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.
9. **Subject teachers** are responsible for the learning, behaviour and progression of all students within the lesson. Any behaviour issues that occur in the lesson must be logged onto SIMs. Sanctions are set in line with behaviour procedures. Subject teachers are also responsible for communicating concerns home. Any students who have repeated behaviour incidents in a subject will be referred to the DoL or Subject Lead (SL) for further intervention.
10. **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. This includes uniform and jewellery/makeup and other transgressions and recording stars from students' CONDUCT Cards.
11. **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 VP, 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 Vice Principal and the RSLs.
12. **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.
13. **Students** are expected to take responsibility for their own behaviour and will be made aware of the College policy and code of conduct expectations through assemblies and other activities and lessons.

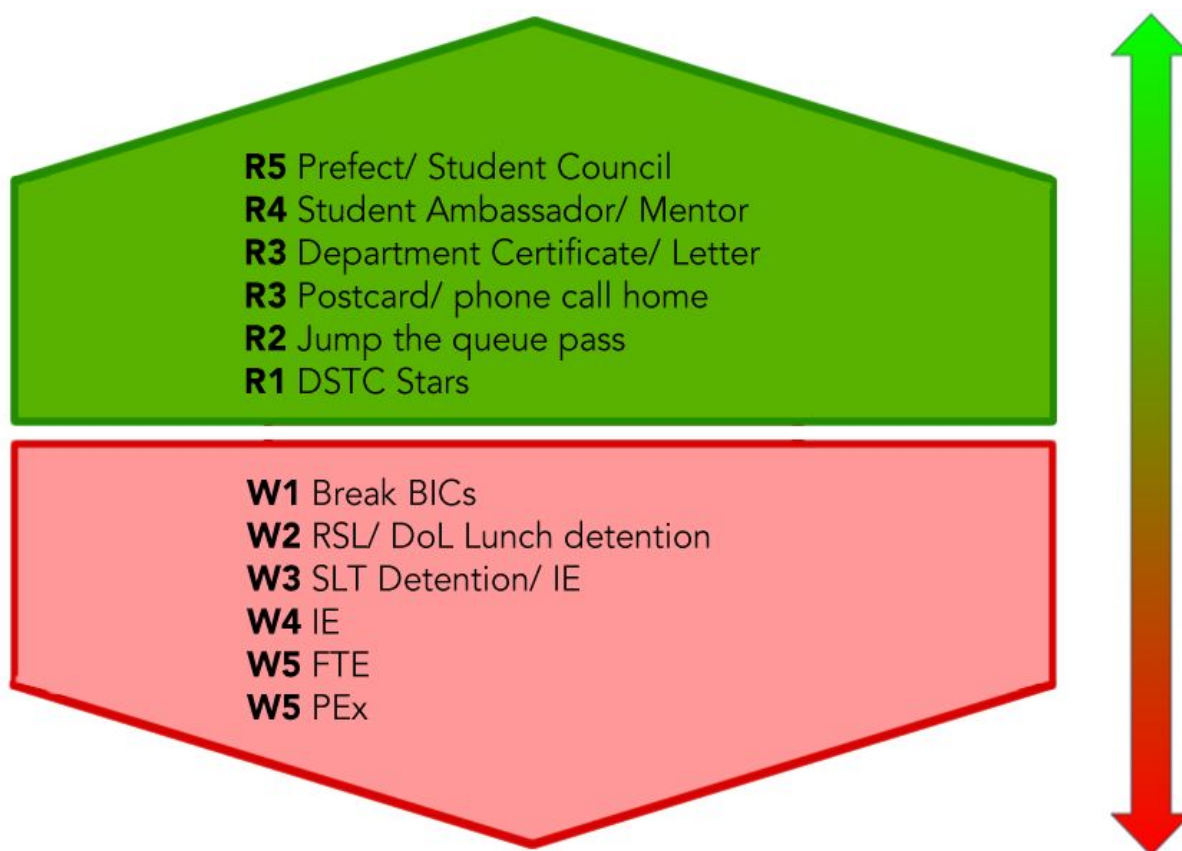
Dartford Science and Technology College will:

- Reward positive behaviour through our Code of Conduct as demonstrated in the College vision.
- 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 (see *Appendix 1*) 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 has been developed with students so that it identifies both positive **STARS** and negative **STRIKES**. Parents are expected to check their daughter's **CONDUCT Card** regularly as it contains vital information, including:

1. **Reward** - STARS gained
2. **Sanction** - STRIKES given
3. **Detentions** set - including dates, location and times. Please note: Letters will no longer be sent home to parents as this information is available to view on the student CONDUCT Card.



2.1 Rewards

DSTC Stars are used to promote positive behaviour and develop a strong learning environment where a strong work ethic and attaining goals, academic or otherwise, are both beneficial and desirable and are applied consistently in all areas of college life.

We recognise that to promote positive behaviour and academic engagement, it is important to display, celebrate and advertise achievements regularly throughout the College 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 will be recorded and monitored through the use of SIMS.

Student Code of Conduct: DSTC STAR and the Cooperative Values:

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

Positive stars 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
- Other Cooperative Value

Taking responsibility for own actions:

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

When a 'star' section is complete on the CONDUCT Card, the student needs to hand it into the receptionist, who will issue another star sheet and record the 20 stars on SIMS. Parents will be informed of this via an email from the Vice Principal or the Raising Standards Leader. The student will also receive a **'jump the queue'** lunch pass for themselves and a friend for one day.

Staff have a number of **rewards** available to them to recognise achievements and progress of students:

- Verbal praise - ongoing
- Star on CONDUCT Card (any member of staff) - 1 star
- Positive phone call home (teaching staff) - 5 stars
- Great attendance certificate (Attendance Officer) - 5 stars
- Principal's Conduct Raffle - 5 stars
- Postcard home (teaching staff) - 10 stars
- Letter home/departamental certificate (Director of Learning) - 15 stars
- 100% attendance certificate (half termly) - 15 stars
- Improved attendance award (half termly) – 15 stars
- Conduct certificate (RSLs) - 15 stars
- RSL letter home/completed star CONDUCT Card - 20 stars
- SLT letter home - 25 stars
- Principal letter home - 30 stars

Stars will be added to SIMS:

- Individually or in groups by the teacher in lessons *OR* via the CONDUCT card
- By teachers for postcards home
- Via the receptionist for full positive stars on the CONDUCT Card
- By the DoL for departamental certificates
- By the Attendance Officer for attendance certificates
- By the RSL for conduct certificates/letters, etc

2.2 DSTC CONDUCT Cards

All students will be issued with a **CONDUCT Card** at the start of each academic year. The purpose of the card is to promote high standards of uniform and behaviour at all times, to help prepare students for working life. One side of the card focuses on '**strikes - negative**' behaviours and the other on '**stars - positive**' behaviours.

It is the student's responsibility to ensure that they carry their cards at all times during the school day. If a student loses their CONDUCT Card, they will be placed in an SLT detention. Students must then speak to their Form Tutor who will issue them with a new card.

CONDUCT Cards 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
- use of headphones
- shouting
- swearing
- running
- 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 at break/lunchtime
- lateness to a lesson (marked L on register)

- use of mobile phone in the building at all times, including before and after the school 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 the Receptionist who will issue them with a new card. 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 exclusion (IE).

3.0 ANTI-SOCIAL BEHAVIOUR

Teachers may discipline students for misbehaviour when the student is:

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

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

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

Parental/carer support is expected when the school applies an after-school detention as one of the consequences used by the school to address poor behaviour. It is important that parents realise that the school 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 after-school detention is issued we will give parents 24 hours' written notice via the student CONDUCT Card and where possible someone from the school will contact home by telephone. **It is the responsibility of the student to show this to their parent/s.** If parents defy the law in this respect without reasonable cause, the school could increase the seriousness of the sanction in order to enforce its rules.

DSTC will internally exclude 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.

For very serious or extreme anti-social behaviour, which includes any malicious accusation made about a member of school staff, the Principal, or the Vice Principal in the absence of the Principal, has the delegated power to issue a fixed-term or permanent exclusion as the ultimate consequence. DSTC follows the DfE

guidance on 'Exclusion from Maintained Schools, Academies and Student Referral Units in England' (DfE September 2017).

Incidents of both positive and negative behaviour are recorded by staff on SIMS by the process of issuing positive stars 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.

Page 15 (Exclusions Table) lists anti-social behaviour and the consequences that follow that behaviour. We recognise that 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, CONDUCT Card explanation and information throughout the school.

3.1 In-class Warning Behaviour System:

- **W1** - Verbal Warning - students are expected to improve behaviour (with teacher support if needed). 3-10 minute break 'Behaviour Improvement Conversation – BIC' will be issued with the class teacher. This is recorded on the student's Conduct Card and SIMS by the class teacher. Students may be expected to complete unfinished work.
- **W2** - Removal to another classroom - students are expected to leave the classroom, taking 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 the student's Conduct Card and SIMS by the class teacher.
- **W3** - On Call - where there is serious disruption to the learning of others and/or a safety concern, students are taken to IE. Friday SLT detention will be issued. 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.

There may be incidents where the teacher makes a decision to exit the student 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 go straight to IE. The teacher must record the incident on SIMS immediately. Usually, students will be able to leave IE after the end of the lesson from which they were exited. In extreme events, students may stay in IE all day if the actions warrant it. This is to be decided by the RSL or SLT.

If a student's behaviour is having a significant impact on teaching and learning, the Principal may decide to issue a fixed-term exclusion or permanently exclude the student from the College. An exclusion form should be completed by the RSL/AVP and discussed with the Vice Principal to ensure parity of implementation of the behaviour policy.

3.2 Behaviour Management Procedures

	Behaviour Improvement Conversation (BIC) 3-10 mins (Teacher)	Lunch Detention 20 mins (RSLs DoLs SLT)	Friday Detention After School - 1 hour (SLT)	IE Full Day (Via RSL or SLT)	Exclusion Via VP/P
Examples of behaviours leading to sanction (list not exhaustive) <i>Repetition of negative behaviours will result in withdrawal of individual(s) from the lesson Friday SLT after-school detention *</i>	No homework. Incomplete work. Lack of work in lesson. Verbal warning given (W1).	Failure to attend break time BIC. Removal from a lesson (W2). Unsuccessful tutor report.	Failure to attend lunchtime detention. Department withdrawal (W3). Removal by 'on call'. CONDUCT Card full. Serious breach of school rules (smoking and banned items).	Failure to attend Friday detention. Refusal to comply with a senior member of staff. Rudeness towards a member of staff. Vandalism/ bullying/ threatening behaviour. Unsuccessful RSL report. Second removal from a lesson (week).	Extreme anti-social behaviour, including bullying and racist incidents. Persistent disruption to learning. Persistent refusal to follow staff instructions. Verbal abuse. Violence. Extreme isolated events. Unsuccessful SLT report.
Sanction for failing to attend.	Lunch detention	Friday detention	IE	Repeat of IE or possible exclusion	Further exclusion
Location	TBC	TBC	IE	IE	NA

* The above table does not represent a finite list.

Sanctions

1. Behaviour Improvement Conversation
2. Lunch detention
3. Friday after-school detention

4. IE
5. Exclusion

3.3 The College's Exclusions Policy, Covering: Internal Exclusions, Fixed-Term Exclusions 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 exclude a student internally (in IE) or with a fixed-term exclusion (FTE) or a permanent exclusion (PEX). In any circumstances where it becomes necessary to exclude a student, the statutory guidance and regulations from Kent County Council (KCC) and the Department for Education (DfE) will be followed:

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

- *Disruptive behaviour can be an indication of unmet needs. Where a school 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 exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.*
- *Schools should have a strategy for reintegrating a student who returns to school following a fixed-period exclusion and for managing their future behaviour.*
- *All children have a right to education. Schools should take reasonable steps to set and mark work for students during the first five school days of an exclusion; 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 an exclusion.*
- *For a fixed-period exclusion of more than five school 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 school age. This provision must begin no later than the sixth school day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion.*
- *Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school 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 school."*

Permanent exclusion would normally be used for first-time issues relating to:

- 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.

Fixed-term or internal exclusions 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.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Carrying an offensive weapon.
- Incidents where the behaviour of students outside College is such that it can be considered as grounds for exclusion.
- 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.

3.4 Exclusion Guide

Exclusions

	1 Day FTE	2 Day FTE	3 Day FTE	5 Day FTE	6 Days +
Incidents	Repeat offenders for nails/late Repeated verbal abuse to another student Failure of SLT report 1 Brings the schools name into disrepute Persistent disruptive behaviour outside of classroom Persistent disruption to learning of others Verbal abuse towards staff Refusing to go to IE Walking out of IE Non compliant of RSL/SLT request Vandalism including misuse of equipment Breach of H&S Bullying student or staff Racist comment	Physical altercation - repeat Bullying - repeat Failure of 2nd SLT report Repeated vandalism Repeated inappropriate use of social media Repeated offence	Bullying - student or staff Homophobic abuse Repeated racist abuse over time Physical abuse to staff Repeated or major vandalism Racism and homophobic behaviour Failure of 3rd SLT report- then MM Drug / Alcohol incident Repeated inappropriate use of social media or manipulation of social media causing distress / harm	Physical abuse to staff Persistent racist abuse/homophobic abuse Persistent bullying of another student or staff member Facism Persistent vandalism Health and Safety danger to other students and staff Bringing a knife into school or any other object that could be used as a weapon.	Drugs / Alcohol selling / handling repeated Sexual misconduct Physical abuse to staff or students Violence repeated on several occasions Health and Safety danger to other students and staff.

	Bringing inappropriate equipment into school Drugs / alcohol on site Persistent truancy Failure of PSP targets Smoking on site Sexually abusive language Refusal to hand over digital device Inappropriate use of school media * This is not a finite list.				
		* This is not a finite list.	* This is not a finite list.	* This is not a finite list.	* This is not a finite list.

Duration of exclusions: The Principal may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one College year, or permanently. 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 Team:

- Principal - Mrs Davis - Any
- Vice Principal - Mrs Ellis - Years 7, 8, 9, 10
- Vice Principal - Mrs Lea - Years 11, 12, 13

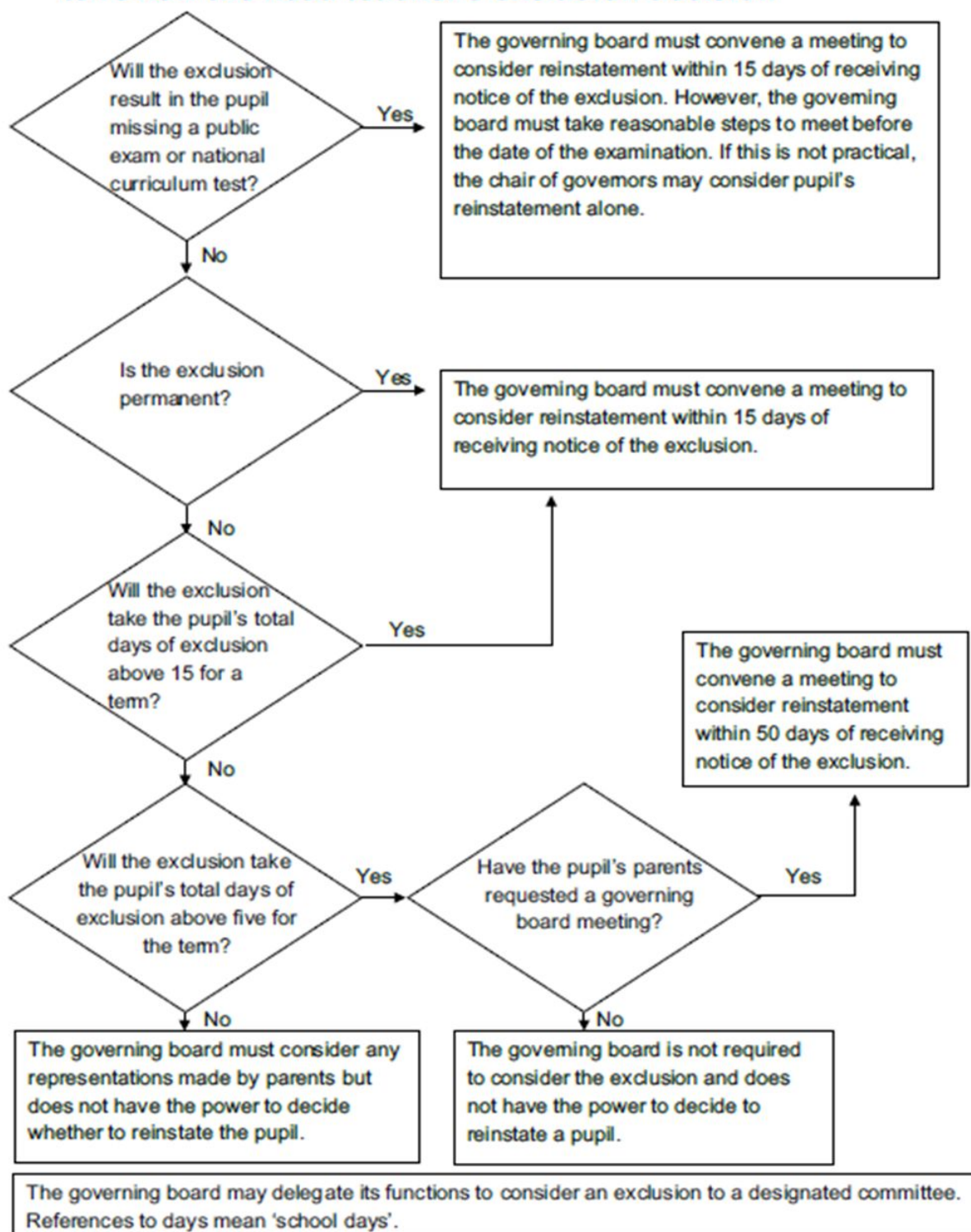
DfE guidance on exclusion procedures:

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

On return from a fixed-term exclusion the Vice Principal 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 (Appendix 15).

3.5 Fixed and permanent exclusions:

Annex A – A summary of the governing board's duties to review the head teacher's exclusion decision



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

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

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 break (BIC) or lunchtime detentions. This is enforced by the use of both BICs within departments and centralised detention times and locations.

Energy drinks are banned from school.

Students are not allowed to take hot food or drinks out of the canteen. Students are not allowed to eat anywhere else other than the canteen or designated eating areas.

Any poor behaviour outside of lessons will be logged onto SIMS by the member of staff who initially deals with the incident. If further intervention is required, this will be highlighted on SIMS and the PL/RSL/SLT for the student will sanction as appropriate.

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 – SLT detention. Any subsequent occasions could result in a fixed-term exclusion.

Truancy – parents will be contacted by the Attendance Officer by phone/text in all cases. If a student truant from a lesson (including Form Time) then they will spend their break/lunch or after school in IE to catch up on any work missed. If a student persistently truant, the Principal will consider issuing a Penalty Notice (please see Attendance Policy for further information).

3.7 Use of mobile phone 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 school site.

3.9 The College's approach to dealing with issues that occur outside of school hours, when a student is in school 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 or fixed-term exclusion. Any serious incidents could result in permanent exclusion from the College.

While the school recognises its duty of care to ensure students are safe and happy, we cannot sanction behaviour that is taking place at home or via social media out of school 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, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the school'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.

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.
- School 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 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 school or elsewhere under the charge of a teacher, including on school 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 that disrupts a school event or a school 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 that 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 school 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.

- 'School 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 a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.' (DfE January 2018)
- 'An item banned by the school rules may only be searched for under these powers if it has been identified in the school 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 school 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 schools 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 school 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 school discipline.' (DfE January 2018)

A search will always be made by a **female** member of staff with a second member of staff present. Parents will be informed of the search as soon as possible. The Principal or Vice Principal 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 school 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 school and consequently on the achievement of the College as a whole. Students who do not feel safe at school 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 school 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 school is well disciplined and organised it can minimise the occurrence of bullying. The College believes in promoting good citizenship through its complementary curriculum programme. Within the programme of study it is made clear that bullying is a form of anti-social behaviour. 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.
- **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 school 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 school staff are aware of the school'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-school approach to tackling bullying, through:

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

Managing Bullying-related incidents

If bullying is reported to/seen by an adult within the school 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 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 school system (SIMS) and input training is given to all new staff.

Training and Support for Staff

The school 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 school 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 SCHOOL

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 school 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 IE.

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 school 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 school or having to hand it in on arrival and pick it up when she leaves.

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 school. **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 school's code of conduct. 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 school 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 school's ICT Policy and the agreement signed by parents and students also govern the use of the internet and other applications on mobile phones whilst on school premises or on trips. It is the school's expectation that when students use their phone to access the internet, the same rules apply.

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

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

When bringing a mobile device onto the school 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 school 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 school to alleviate the chance of theft or loss. DSTC takes no responsibility for their loss or damage.

VISION 2019/20

DREAM BELIEVE ACHIEVE



Girls:

- Will make above expected progress in all subjects at all levels, through quality first teaching in a culture of excellence.
- Will be challenged, supported and inspired in equal measure, through appropriate pathways from Key Stage 3 to Key Stage 5.
- Are proactively supported through their adolescent years, becoming morally well-grounded young ladies.
- Will become the best version of themselves, making the most of the excellent opportunities available to develop their character.
- Will make a positive contribution to the local community, working in partnerships where appropriate.
- Will embrace the Co-operative Trust values of self-help, self-responsibility, democracy, equality and solidarity.

What Makes DSTC Unique?

- ★ **Excellent Pastoral Care**
- ★ **Non Selective & Inclusive**
- ★ **Award Winning Teachers**
- ★ **Small Family Centred School**
- ★ **High Aspirations**
- ★ **ICE Learning**
- ★ **Great Results**
- ★ **Silver Sports Mark**
- ★ **Community Day**
- ★ **Summer School**
- ★ **Low Average Class size**
- ★ **Single Sex**
- ★ **High Staff Morale**
- ★ **STEM Focused**
- ★ **Nurturing Environment**

DSTC Priorities for 2019-20

Quality First teaching to improve the outcomes of every student in each of their subjects.
Encourage and reward great attendance, so that it improves for all students, especially our most vulnerable groups.
Improve consistency of provision, procedures and practice in all areas of the school.
Develop and integrate the Curriculum to ensure it is aspirational, coherent, enables clear progression and is relevant to our context.
To ensure students' and staff wellbeing and safety remains a priority.
Formalise the personal development provision for each child.
Market the school effectively by promoting its uniqueness to future staff and students, alongside current stakeholders.
Support teaching and learning by investing in improved facilities.

Individual Character Education (I.C.E.) is a bespoke lesson that aims to develop students sense of themselves and their role in the world. It encompasses PSHE, SMSC, Safeguarding, Citizenship, RSE, FBV and Character Education.

INSPIRING EDUCATION, NURTURING SUCCESS

Appendix 2 - Home/College Agreement

Dartford Science and Technology College

Home/College Agreement

Student Responsibilities

I recognise that I am responsible for my own achievements and I will always approach opportunities and challenges with a positive mind set. **I will:**

1. Follow the DSTC code of conduct.
2. Attend DSTC regularly and on time, being punctual to lessons.
3. Wear the school uniform correctly (including to and from school) and bring all the equipment I need every day.
4. Keep up to date with my homework.
5. Always have my mobile phone switched off and put away out of sight during lessons, unless I have been given a clear instruction to use it during lessons to help my learning.

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 daughter to do her best.
3. Provide a working environment for my daughter to do her homework and support her in completing this.
4. Inform DSTC of any concerns about my daughter's learning or welfare in a constructive way.
5. Attend all parents' evenings and discussions about my daughter as far as possible.
6. Take our family holidays during school holidays.
7. Check my daughter's CONDUCT Card daily and support stars, reinforce strikes and take note of detentions. I note that letters will not be sent home.

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 school policies are readily available to parents 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. Keep parents informed about school activities and changes through regular letters home, newsletters and notices about special events.
5. Reserve the right to refer students' for additional support and intervention as we see appropriate.
6. Inspire and nurture students to achieve their best.

Appendix 3 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 than a longer period of time that may or may not be consistent with the rest of the school.

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-school Detention	Internal Exclusion	Fixed-term Exclusion
Teacher	RSL/DoL	SLT	RSL/SLT	RSL/SLT - VP/P
3-10 minutes	30 minutes	1 hour	1 day	As needed

Procedure:

- BICs will happen at break time with the teacher that sets them.
- Teacher/student write BIC on the student's Conduct Card (back page).
- Teacher records B.I.C. on SIMS detention system.
- Student attends.
- Teacher and student have the B.I.C.. Student is allowed to leave when the teacher agrees. Maximum 10 minutes duration.
- Teacher records B.I.C. detention attendance on SIMS.
- Teacher records B.I.C. detention non-attendance on SIMS.
- Data Manager runs report at 11.30am and transfers any non-attenders to lunchtime RSL/DoL detention.
- Data Manager asks student receptionist to deliver lunch detention slips to students.
- Student attends lunch detentions.
- RSL/DoL records lunchtime detention attendance or non-attendance.
- Data Manager runs report at 2.00pm and places any non-attending students in SLT Friday detention. 24 hours' notice.
- Data Manager asks student receptionist to deliver SLT detention slips to students.
- Data Manager runs report at 3.15pm and informs PL/RSL of anyone needing to be placed in IE.
- Students placed in IE by the RSL/PL. Timetables will be consulted.
- IE form completed and emailed to parents.

Appendix 4 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 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.

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.

Appendix 5 Behaviour Stages:

Behaviour Stage	Behaviour Management Strategies	Member of Staff	Likely Improvements
First Stage	<ul style="list-style-type: none"> A variety of classroom management techniques will be applied. Break time detentions have been issued. 	Classroom Teacher Classroom teacher supported by the DoL	Student ceases to collect behaviour points and remains within the classroom each lesson.
Second Stage	<ul style="list-style-type: none"> Subject report / Tutor report is issued. A meeting held with student and classroom teacher. 	Class teacher supported by the DoL or Tutor if across multiple subjects.	Students collect less behaviour points and come off report.
Third Stage	<ul style="list-style-type: none"> A meeting is held to set up a Pastoral Support Plan. A Raising Standards Leader report will be in place. 	Raising Standards Leader / Pastoral Leader.	Students will successfully complete their PSP targets after a 6-week review. Student moved down to tutor report.
Fourth Stage	<ul style="list-style-type: none"> A meeting with parents and SLT/PL to review failures / successes of PSP. The student is at risk of no longer being educated at DSTC. A SLT report will be in place. 	SLT responsible for key stage and Pastoral Leader. DSL informed.	Students will successfully complete their PSP targets after a 6-week review. Student moved down to RSL report.
Fifth Stage	Where possible, a meeting will be held to inform parents of next stages: possible managed move, referral to Alternative Provision for a period of behavioral input and support or that the student will be permanently excluded unless behaviour improves with immediate effect. Possible Governor review panel if appropriate.	Vice Principal - Character and Culture / RSL / PL Governing body.	Students make immediate, positive changes to their behaviour. SLT monitoring report becomes successful.
Sixth Stage	Permanent exclusion issued <input type="checkbox"/>	Student ceases to be educated at DSTC.	

Appendix 6 Report Stages:

Report	Criteria	Responsibility	Support Documentation	Next steps / Sanction	Parent contact
Green	Low self esteem, confidence etc	Form Tutor	Positive Report	Refer to RSL or DSL	Positive phone call by FT
Cream	Concern from 1 or 2 subject areas	Class Teacher(s)	Departmental Report	Refer to DoL / break detention	Via parent signing report
Yellow	Concern from student, parent or staff member regarding a student's ATL, Behaviour or Punctuality across 3 or more subjects.	Form Tutor	Positive Report Self-Regulation Report Form Tutor Report Punctuality Report	Refer to RSL / break detention	Positive phone call by FT Via parent signing report Via parent signing report Via parent signing report
Yellow	Same subject area, no improvement seen.	DoL	DoL Faculty Report	Refer to LM / RSL - DoL detention	Via letter or phone call
Red	No improvement from FT report or DoL report or reintegration from a FTE.	RSL	Positive Report Self-Regulation Report RSL Report Punctuality Report Pastoral Support Plan - PSP	Refer to Pastoral Team meeting. 1 day IE and phone call home. PSP update.	Phone call by RSL Phone call by RSL / PL Letter from RSL Letter from RSL ALL students at this level should have an up to date PSP
Blue	Failed RSL report	RSL to SLT	SLT Report	1 day FTE.	Letter from SLT ALL students at this level should have an up to date PSP
If a student fails a blue SLT report, then they are at threat of not being educated at DSTC. Where possible and appropriate, a managed move or alternative provision will be sought to prevent a permanent exclusion.					


The colour indicates the report card colour.

- Up to 2 weeks at each stage usually. If improvements are not achieved, a sanction will be put in place.
- If successful, move down a stage.
- If unsuccessful move up a stage and sanction.
- Involve parents at every opportunity (stage 2 onwards). Standard letters to be provided. Phone call record to be added to 'Initiatives' on Behaviour tab on SIMS
- Record the report on 'Initiatives' Tab on SIMS behaviour

SEND needs must be taken into account. If in doubt, speak to the SENDCO or DSL.

When a report has been completed, the Pastoral Leader will scan it to SIMs 'Linked Documents' to enable tracking of improvement.

Appendix 7 DSTC EXCLUSION FORM

Exclusion recommended by (SLT/RSL)					Date of incident:	
Student name			Form:			
Pastoral Lead:			RSL:			
SEN Level	*SEN taken into account.	PP	FSM	Behaviour Points	Stars	Attendance
Yes/No K/EHCP	Yes/No	Yes / No	Yes / No			%
Number of days exclusion recommended:						
<u>Offence - wording to be used on FTE letter:</u> <u>Category:</u> <ul style="list-style-type: none"> • Verbal Abuse / threatening behaviour towards a student / adult • Physical assault against a student / adult • Bullying • Racist abuse • Sexual misconduct • Drug and Alcohol related • Damage • Theft • Persistent disruptive behaviour • Other 						
<u>Investigation carried out</u> (statements to be attached) Statements from _____ Witnessed by _____ Staff witness? Y/N Please attach statements						
Series of events (summary or map)						

Previous behaviour contributing to decision	
Previous exclusions	
<p><u>Decision</u></p> <p>Factors to consider before issuing a fixed term exclusion:</p> <ul style="list-style-type: none"> • SEND profile of individual students. If in doubt speak to a member of the SEND Team: SENDCO / SEND Manager / Vice Principal (DSL) • Vulnerability - eg 1 day provision - will they be safe at home?. Check with the DSL or DDSL. • Have they had a previous exclusion for a similar situation? • Is there a precedent and comparable case to compare this to to ensure that the response is proportionate and consistent? • Are there persistent / repeated behaviours despite education, restoration and previous sanctions? Check SIMS. • Own frame of mind - are you impartial to the situation? If not, seek support. If tired, delay making the decision. • Evidence - has the evidence been studied from both parties points of view. Witness statement have been gathered from friends and impartial girls where possible. Staff have been asked to write a statement. • Students have been questioned on the meaning of their statements and wording used. • Is there a viable alternative to issuing a fixed term exclusion? Would it work better? Can it be considered appropriate and proportionate? • Wise use of resources to keep the student safe? • What impact will the student not being at DSTC have on the rest of the student population at DSTC? • Is there an element of sanction / restorative / education needed in the reintegration meeting? What may help this student to change their behaviours / actions in the future? • Exclusion for Days • First day of exclusion • Reintegration meeting on • Reintegration meeting with • Parents notified about meeting by • Signed: _____ Principal • Date: _____ 	<p><u>Decision Notes:</u></p>

Appendix 8 Exclusion procedure:

- RSL/SLT asks PL to conduct an investigation **OR** PL informs RSL of a conducted investigation
- **DSL or DDSL immediately informed if the behaviour is considered to be 'Safeguarding'.**
- *If the incident is regarding a member of staff and potentially inappropriate actions, then the Principal / Vice Principal (DSL) should be immediately informed.*
- PL conducts the investigation and keeps RSL up to date. In the event of an RSL not being available: the VP's should be involved: DEL Years 7-10, KLE Years 11-13. ALL students who are named on the SEN register should be discussed with an SEN Team member – DGA / DCA / DEL to ensure SEN needs are taken into account.
- Student(s) who are believed to have committed a potentially FTE offence are put into IE during the period of the investigation. Consideration of seating locations in IE is paramount to keep students apart within the IE room. This needs to be consistently implemented.
- PL phones parents to inform them of the investigation. No details given out. Record on SIMS.
- Statements are taken of **all** involved parties, including the perpetrator. Consideration should be taken of friendship groups to ensure a fair and balanced investigation.
- PL to map out what has happened.
- PL to discuss with RSL with a recommendation for an extended IE placement or FTE.
- RSL to evaluate all the evidence and make a recommendation to the Vice Principal. The Vice Principal will ensure consistency and parity. A completed copy of this form, attached to statements and series of events overview is to be given to the Vice Principal at the time of recommendation.
- If nearing the end of the day. PL phones parents to inform them that the investigation is still being carried out and that x should report to IE the following day.
- **Principal makes decision.** The Principal (or Vice Principal through delegated responsibility / absence) signs the exclusion form.
- Reintegration time and person agreed.
- The Principal / Vice Principal communicates with home re decision, length and reintegration date / time.
- RSL/SLT to inform LPO of exclusion in good time who will record on SIMS and complete the digital front door record required by KCC.
- LPO to produce letter and ensure Principal signs (Vice Principal in her absence). Attach to SIMS and inform all staff of the exclusion.
- LPO to scan investigation to linked documents in SIMS.
- PL to ensure that work is sent home for students to complete. This should include a 'consequences pack' for the relevant offence.

Reintegration:

- PL supports Principal, VP or RSL leading the meeting.
- To be brought to the meeting by PL: PSP (blank or current one), attendance details, investigation pack.

- Offence discussed – how does the student now feel they could have acted differently? What are the next steps?
 - PSP with CONDUCT targets set up. (Consider report / education / apology etc)
 - Review meeting agreed – timeline and responses.

Appendix 9- DIGITAL FRONT DOOR FORM When ADA/VP has decided to exclude a student, this form must be completed and given to LPO asap.

Exclusion organised by:	Date:
Student's Name:	Form:
Reason for exclusion:	
Number of days exclusion agreed by ADA:	
First day of exclusion:	

Question	Yes	No	Don't know	Additional info required
Has an Early Help referral been completed?				Name of key worker:
Is the student currently a Child in Need?				Name of social worker:
Is the student currently subject to a Child Protection Plan?				Name of social worker:
Is the student a Child in Care?				Name of Local Authority:

What interventions have been delivered prior to exclusion?		Other agencies involved with the student?	
Intervention	Completed (Y/N)	Agency	Involved with student (Y/N)
Meetings with parents		CAMHS	
student Support Plan (PSP)		Educational Psychology Service	
Early Help notification		Early Help	
Mediation		Occupational Therapy Service	
Cognitive Behaviour Therapy (CBT)		Paediatrician	
Reduced timetable		STLS	
Restorative approaches		Specialist Children's Services	
LIFT		Special Educational Needs	
Managed Move		SLTS	
Alternative Provision			

Appendix 10- Uniform Code

Uniform in Years 7 – 11

- Black Blazer with embroidered logo
- Black Pleated Skirt – to be worn knee length or Black Tailored Trousers
- School Tie: Maroon and gold - for years 7 to 10
- Plain maroon for year 11
- Plain gold for Prefects
- Plain white school shirt, long or short sleeved
- Plain black V neck jumper may be worn under the blazer in cold weather (not as an alternative to a blazer)
- Plain white or black socks or black tights
- Plain flat, black school shoes (no canvas shoes or trainers except for PE). Kickers may be worn but they must be black with black laces.
- Plain coat (without logos)
- White Lab Coat embroidered with school name and student initials

PE Kit

- Plain black shorts
- Plain black trousers/joggers
- Maroon hooded DSTC sweatshirt, embroidered with student initials
- White DSTC polo shirt
- A change of socks

A high standard of personal appearance is expected. The checking of general appearance is the responsibility of the Form Tutor in the first instance, however all staff are to check that students are wearing the correct uniform in lessons and around the College. All uniform irregularities must be recorded on a students' CONDUCT card. Any students who are not conforming to the College's uniform code may be issued with a strike on their CONDUCT card. Persistent refusal to follow the uniform rules may result in Internal Exclusion or a Fixed Term Exclusion.

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 reason to do so.
- **Headwear:** students are not allowed to wear hats, bandanas or large bows & headscarves in their hair.
- **Religious headwear** is an accepted part of the College uniform, we would encourage these to be plain black, maroon or dark blue wherever possible.
- **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). Any visible body piercing or inappropriate jewellery should be removed by the student. A 'strike' will be given. If students are asked to remove a pair of earrings, they must do so straight away. Students will be placed in IE if they refuse or are unable to take the piercing out. The Pastoral Leader will call parents to arrange removal of the piercing.
- If a student wishes to wear jewellery which has **religious significance** the parent needs to contact the Pastoral Leader in advance.
- **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 in any shape or form. Students will be asked to remove them or if they refuse, placed in Internal Exclusion until they are taken off. This includes lash lifts, russian brows or any other treatment.
- **Nails** should be kept short and natural with no nail varnish. French tips are not acceptable or acrylic nails. Students will be asked to remove nail varnish or if they refuse or are unable to remove them, placed in Internal Exclusion.
- **PE kit:** All students are expected to bring their own PE kit. If a student forgets their kit they are expected to borrow kit from the PE department. Refusing to borrow kit will result in the student being given a detention.
- **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.

* The Principal or her representative has the final decision with regards to uniform, makeup, jewellery etc.

Appendix 11- Internal Exclusion

Name: _____

Year _____

You have been placed in Internal Exclusion due to:

- Being removed from a lesson by _____
- Defiance / Refusing to follow staff instructions
- Uniform or makeup infringement
- Truancy
- Pending incident fact finding
- Other (please state) _____

You will be allowed to leave IE after _____.

Please **do not** ask the member of staff for further clarification as this slows down any investigation or sanction.

- You should **hand in your phone** and work in **silence**. It will be handed into reception and you can collect it at the end of the day.
- Do not try to communicate with anyone else. If you are stuck on work, put your hand up and wait for the supervising member of staff to come to you.
- You should complete a **reflection sheet / statement sheet** if asked to do so by a member of staff.
- You will be allowed to go to the **toilet** at specific times. Unless you have a medical pass please do not ask the member of staff supervising as the answer will be 'no'.
- Complete all work to the best of your ability, clearly writing your name on the work. **It is your responsibility to hand this work back to the correct member of staff who set it.** Do not leave it in IE as it may get lost.
- A copy of this letter will be emailed to your parents to inform them you have been in IE.
- If you do not follow the rules in IE there will be further consequences as per the behaviour policy.

Signed _____

Staff _____

Student: _____

Date: _____



Name: _____

Tutor Group:_____ **Date:** _____

Location: _____ **Lesson:** _____

Witnesses: _____

What happened?

Signed _____ **Date** _____

Scribed By_____

Date_____

Appendix 13: On Call and IE Procedures:

IE Rota

Timetable - B007 (IE)

as at 10/09/2019

Mon	Tue	Wed	Thu	Fri
Inclusion Mrs Y Saenz Carrero	Inclusion Mrs M Hall	Inclusion Mrs Y Saenz Carrero	Inclusion Ms A J Medd	Inclusion Mrs L T Sutton
Inclusion Mrs D Ellis	Inclusion Mr J P Dix	Inclusion Mrs D J Garrett	Inclusion Mrs J Donegan-Edwards	Inclusion Mrs Y M Harrison
Inclusion Mrs Y M Harrison	Inclusion Mrs R E Pope	Inclusion Mrs C J Fletcher	Inclusion Mr S J Patt	Inclusion Mrs E T Harvey
Inclusion Mrs K R Lea	Inclusion Mrs Y Saenz Carrero	Inclusion Miss V K Hussey	Inclusion Mrs D Ellis	Inclusion Mrs K R Lea
Inclusion Mrs M R Sheen	Inclusion Mrs E T Harvey	Inclusion Mr M C F De Freitas	Inclusion Mrs L T Sutton	Inclusion Miss B McPartland

			On Call Rota		
	Monday	Tuesday	Wednesday	Thursday	Friday
1	DEL	JDI	LSU	JIJ	DEL
2	MSH	DEL	YHA	ADA	JIJ
Break					
3	JDO	YHA	EHA	YSA	DGA
4	EHA	KLE	KLE	JDI	SPA
Lunch					
5	KLE	LSU	JDO	JDO	MSH

Please, if you see the lifebelt has been pushed and you attend, reply all so that the office are not trying to locate you when you are already dealing with it.

ON CALL Procedure:

1. Remove student from the classroom.
2. Ask the teacher to record incident on SIMS urgently
3. Place student in IE
 - a. Ask students to write statement if needed – inform PL/RSL if further investigation required.
 - b. On call member of staff completes IE form and give to reception to email home (IT IS THE RESPONSIBILITY OF THE PERSON THAT USED THE LIFE BELT TO RECORD THE SITUATION)
4. Confiscate phone and hand to reception – students can collect it at the end of the day
5. Student to complete reflection form and hand into IE supervisor who will file it.

Internal Exclusion Room Procedure:

1. Check the IE register – do you have the correct students? If there is a fire alarm, take this with you!
2. When a student is 'sent' from a subject, email the teacher to ask them to record it on sims if they haven't already
3. Tell student where to sit – back booths to be used first. Do NOT allow students to choose.
4. Fill in register and confiscate phone, unless an on call member of staff has already done this.
5. Remind on call member of staff to fill in IE form and hand to reception
6. Give the student a reflection form to fill in.
7. Ask reception for work for the student.
8. If work is not readily available, give the student a worksheet from the resources available. If a student refuses to do the work, please note on the IE register.
9. If a student talks, please give them a red card (in tray to your right). Record in IE register.
10. If they continue call SLT.
11. Please do NOT speak to students or answer questions as they do the same for everyone – we need to work as a team.
12. No lap tops are allowed in IE.

Any queries – please ask!

Debbie

Deborah Ellis
Vice Principal



Appendix 14
Pastoral Support Plan

Student:	D.O.B:	Attendance			Lead Member(s) of Staff:	
Date PSP set up:	Year:	Good 98%+	Satisfactory 95-97%	Poor Below 95%		
CiC/PP?						
SEN Status* Attach student profile sheet	Tutor Group:					Parent in meeting?
MM/OT						
In Year Admission	Y/N					

Reason for PSP:		
What has been tried so far?	✓	Details / What has the impact been?
Tutor report		
RSL report		
SLT report		
Governor report		
Restorative Meetings		
Safeguarding Team (Who?)		
Counsellor External		
Anger Management (Who?)		
Behaviour Coaching (Who?)		
Counsellor – waiting list		
Careers Support CxK		
Attendance Officer / SLO		
1:1 Pastoral Manager		
6 th Form Peer Mentor		

Exit Card / Reverse exit card		
Reduced / personalized timetable		
Self Esteem / confidence coaching		
Drawing and Talking therapy		
Circle of friends		
Internal Exclusion		
Fixed Term Exclusion		
Consequences pack(s)		
Buddy		
Sanctuary		
Breakfast Club		
External Mentor		
Study Centre		
Lit/Num Mentor		
Reading Buddy		
Other:		

External Agency Involvement:	Key Person / Contact Details
EHN	
Young Carers	
Mediation	
Managed Move via NIF	
CAMHS (Child & Adolescent Mental Health Service)	
Child and Family Services (NHS)	
GP	
Educational Welfare Service	
Educational Psychology	

Specialist Teacher Service (STS)	
Children & Families (Social Services)	
Slide Away	
KCA / Kenwood Trust	
Walk Tall	
LIFT	
St Giles Trust	
Positive Relationships	
Other - please state	

DSTC Staff	✓	Key Person
LSA Key Worker		
Form Tutor		
Pastoral Manager		
RSL		
SLT		

REVIEW (✓)	2 weeks	3 weeks	6 weeks	Other?
Please tick when a review should be completed. SSM to set up review with parents and school in good time and detail below.				

Review Date:	Time:	Venue: DSTC	Who should attend?

* SMART targets should be set. (Specific, Measured, Achievable, Realistic, Timed)

What are we going to do to help solve the problem? (This should include parents/carers, student, school and other identified agencies)		
PSP ACTION PLAN*		
Action	By (date)	By whom
1.		
2.		
3.		
4.		
5.		

Additional Points Discussed:

I agree to follow the plan and allow the people mentioned above to help me be successful.	
School signature:	Date:
student's signature:	Date:
Parent's signature:	Date:
Parent's name (BLOCK CAPITALS):	

Appendix 15 - Bullying

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;