


BEHAVIOUR POLICY
Pilton Community College
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1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools
- Define what we consider to be unacceptable behaviour in our Trust, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline the system of rewards and sanctions

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of a school rule

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As Ventrus, we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness should be proactively encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school e.g. through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.

- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

4.1 Reporting

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on Classcharts, this will include details of investigations, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority

Some forms of bullying are illegal and should be reported to the police, further information can be found here: <https://www.gov.uk/bullying-at-school>. In serious cases it may also be necessary to refer to MASH or Prevent.

4.2 Investigating

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The tutor/ Head of Year will act on the information they have been given by a child/parent/member of staff, within 2 school days. The teacher/tutor may need to speak to other children, other staff members (including the Head of Year/ Assistant Headteacher for behaviour /SENDCo and/or other parents to gain a better understanding of issues raised/events being investigated.
- The tutor/Head of Year will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Head/Assistant Headteacher for behaviour/SENDCo may make this contact with parents instead of the tutor/Head of Year.
- In some cases it may be necessary for a tutor/Head of Year to meet with a parent and child in person; the Head/Assistant Headteacher for behaviour may also attend this meeting.
- The process should not take longer than 5 days.

4.3 Sanctions

Actions will be in line with our agreed school sanctions in section 7 of this policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity, including break times
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Headteacher expressing concerns
- Time out from the classroom
- Removal to the STIR (short term inclusion room)
- Pastoral support plan
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

4.4 Support

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, referral to the Mental Health in schools team or school counsellor. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g. CAHMS, Open Minds). Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

4.5 Prevention

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum
- Creating a school culture where pupils know where to seek help and 'speaking out' is encouraged
- Encouraging pupils to uphold our six values of courage, kindness, respect, responsibility, resilience and trust
- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued
- By acting quickly to manage friendship and social issues at a low level to prevent escalation
- By training staff and sign posting parents and pupils to helpful information (e.g. via events such as anti-bullying week).

4.6 Training

Staff are trained in preventing bullying and how to handle bullying through:

- Induction
- As part of safeguarding training
- Ongoing internal CPD
- Working with outside agencies
- Specific training e.g. Positive Intervention Techniques

5. ROLES AND RESPONSIBILITIES

5.1 The Trust Executive Team

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

5.2 The local governing body

The local governing body of each school is responsible for agreeing this Behaviour Policy in its school.

5.3 The Headteacher

The Headteacher develops this policy in consultation with staff; the Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter (example letter templates are provided in appendix 3)

The senior leadership team at each school will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. PUPIL CODE OF CONDUCT

- Pupils have a responsibility to follow the Expectations that the school has set, to ensure the best learning experience possible. They also have a responsibility to follow the guidelines on the Internet Code of Conduct (Appendix 4), Behaviour on school Transport Policy (Appendix 5) and Classroom Behaviour Expectations (Appendix 6)

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. REWARDS AND SANCTIONS

All pupils at Pilton Community College have a right to achieve and feel safe, without the behaviour of other pupils becoming a barrier to their learning. Rewards and sanctions will be consistently applied by every member of staff to every pupil as appropriate. The college is committed to recognising and celebrating success in all areas of College life. A variety of methods are employed to acknowledge this success and ensure that it is publicised and recognised throughout our community.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points – through class charts
- Letters or phone calls home to parents
- Pupil success celebrated on our website
- Special responsibilities/privileges
- Attitude to Learning (ATL) grades will be reported at each assessment point and these will be linked to rewards throughout the year.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Removal to the STIR room
- Referral to the Head of Year
- Being placed on report
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime or after school
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Pre governors meeting and governors warning

See appendix 3 for sample letters to parents about their child's behaviour.

We may use the inclusion room in response to serious or persistent breaches of this policy. Pupils may be sent to the inclusion room during lessons if they have been removed from class twice, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are given second opportunity to complete their detention, failure to do so will result in a day in the inclusion room.

The inclusion room is managed by Mr Williams

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy, statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. BEHAVIOUR MANAGEMENT

The following principles of behaviour are displayed in every classroom. Every pupil during every lesson is expected to meet these standards of good behaviour. Following all of these expectations in a single lesson will result in a positive behaviour reward being added to ClassCharts. Further achievements points may be earned for participating in extracurricular activities for behaving in a manner that reflects our school's values. These six expectations will also apply in all areas of the school during the whole school day.

We encourage pupils to:

- Have the **Courage** to stand up for what we know is right; the **Courage** to stand up for a friend or stranger who is being bullied and the **Courage** not to join in when others are misbehaving.
- Show **Kindness** to all members of our school community, especially those who are vulnerable or going through difficult times.
- Show **Respect** to all members of our community, no matter what their needs, gender, race, disability, sexual orientation or religious beliefs may be.
- Take **Responsibility** for the way we behave and how we treat others.
- Show **Resilience** to carry one through difficult times and to be the best that we can be.
- Earn the **Trust** of those around you through leading by example.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines – using remind, record, remove and repair protocols
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. PUPIL TRANSITION

To ensure a smooth transition from key stage 2/3, Ms Druce (Head of Year 7) will liaise with Year 6 teachers so

that information can be shared. Mrs Almey and the Head of Year 11 will share information with post 16 providers at the end of the academic year prior to the pupils leaving.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

An example staff training log can be found in appendix 1, schools may also keep records of external training via certificates certificates and log training via Microsoft Forms.

11. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the policy will be approved by the local governing body.

Headteachers will review and approve the relevant sections applicable to their school.

12. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

APPENDIX 1 STAFF TRAINING LOG

TRAINING RECEIVED	DATE COMPLETED	TRAINER/TRAINING ORGANISED	TRAINER’S SIGNATURE	STAFF MEMBER’S SIGNATURE	SUGGESTED REVIEW DATE

Example training log

APPENDIX 2 Pilton Community College – response to a drug related incident

We wish to state that as part of its care for the welfare of its pupils the College believes it has a duty to inform and educate young people on the consequences of drug/alcohol and tobacco use and misuse.

- Pilton Community College does not condone the misuse of drugs/alcohol by members of the College, nor the illegal supply of these substances.
- Pilton Community College is committed to the health and safety of all its pupils and will take action to safeguard their well-being.
- Pilton Community College sees effective drug/alcohol education as a central part of its pastoral curriculum in both a formal and informal sense.
- The major aim of drugs/alcohol education will be to help adolescents identify and resist specific pressures, and encourage those already inappropriately using drugs/alcohol to seek help.
- Pilton Community College is committed to working in partnership with other agencies, specifically Police, Social Services, Health Department and School Health Service in providing drugs education.
- This involvement of parents and the wider community will be crucial to Pilton Community College's overall policy and success.

Aim

The following information aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the College's sanctions as listed on page 10.

Statutory Duty of the College

The Headteacher will ensure that all staff dealing with substance issues are adequately supported and trained. A College cannot knowingly allow its premises to be used for the production or supply of any controlled drug (It is an offence under Section 8 of the *Misuse of Drugs Act 1971* for the management of establishments to knowingly permit the supply, production and use of any illegal drugs on their premises. It is also an offence to allow premises to be used for the smoking of cannabis or opium). Where it is suspected that substances are being sold on the premises, details regarding those involved, as well as much information as possible, will be passed to the police.

Drugs – Response to Drug Related Incidents Policy

The rationale for implementing the response to a drug related incident is:

- To establish and maintain an environment in which the College is free from the misuse of any drugs
- To clarify the appropriate procedures in the management of drug-related incidents
- Reduce situations of risk for the majority
- Deter future occurrences
- To respond to any individual in the College community in need of support.

The Definition of a 'Drug'

The following gives a list of categories to define the word 'drug' as used in this policy:

- Drugs which are controlled/illegal substances (for example cannabis, amphetamines, ecstasy, LSD) under the Misuse of Drugs Act 1971
- Over-the-counter and prescription medicines, including those used improperly which can include sleeping tablets and slimming tablets
- All legal drugs including alcohol, tobacco, solvents, and poppers
- Drugs which are misused to enhance performance (for example analgesics or steroids)

The College believes that the possession and or use of such drugs in College, during the College day or while travelling to or from College is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto College premises during the College day, or while pupils are on College visits. Individual exceptions may be made for pupils who require prescription medicines. Medicines that have been prescribed for an individual must only be used by them and are subject to specific agreed arrangements.

Defining a Drug Incident

A drug incident is likely to involve suspicions, observations, disclosures or discoveries of situations involving unauthorised drugs. It may fit into the following categories:

- drugs or associated paraphernalia are found on College premises
- a pupil is found in possession of drugs or associated paraphernalia
- a pupil is found to be a recognised source of supply of drugs on College premises
- a pupil is thought to be under the influence of drugs
- a pupil is displaying signs of illness or inappropriate behaviour as a result of substance misuse
- a pupil discloses that they are misusing drugs or a family member/friend is misusing drugs
- a parent/carers or staff member is thought to be under the influence of drugs on College premises.
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area

Establishing the nature of an incident

After immediate medical needs have been addressed, the nature and circumstances of any incident should be established, and an assessment made of the needs of the pupils involved.

The Headteacher or designated senior member of staff will conduct a careful investigation to judge the nature and seriousness of each incident. They will inform, consult and involve others as necessary. Careful attention should be given to respecting the confidentiality of those involved. A range of factors may be relevant and need exploration to determine the seriousness and needs of those involved and an appropriate response. For example:

- does the pupil admit or deny allegations?
 - is this a first or one-off incident or a longer term situation?
 - is the drug legal or illegal?
 - what quantity of the drug was involved?
 - what was the pupil's motivation?
 - is the pupil knowledgeable and careful or reckless as to their own or others' safety?
 - What are the pupil's home circumstances?
 - does the pupil know and understand the College policy and College rules?
 - where does the incident appear on a scale from 'possession of a small quantity' to 'persistent supply'?
 - if illegal supply is suspected, how much was supplied and was the pupil coerced into the supply role or the one 'whose turn it was' to buy for others, or is there evidence of organised or habitual supply?"
- (DfES 2004: 'Drugs Guidance for Schools')

Drugs should not be the only focus when managing drug-related incidents. Once safety issues have been addressed, factors such as pupils' recklessness, ignorance, bravado, rebellion, or susceptibility to a stronger influence, may need consideration and could provide opportunities for significant pupil learning. Staff will try to ensure that everyone involved, whether directly or indirectly, learns from each incident.

Any child or young person who uses drugs to cope with personal anxiety or problems may be in need of help from outside agencies. Information about local drug and support services will be made available to pupils and parents, but staff of the school may not give individual advice to pupils about their personal drug use.

Principles to Consider

Each incident will be assessed according to the circumstances and pupil(s) involved, and that no two incidents can be viewed as the same. However, the College has a series of agreed principles that will be adhered to, regardless of the incident:

- in every situation there will always be a thorough investigation
- in every case we will ensure that the safety and welfare of all pupils is paramount
- any action taken will be commensurate with the seriousness of the incident and the needs of the pupil(s)
- we recognise the importance of, and will make every endeavour to inform parents/carers as soon as

practicable and whenever appropriate

- in every drug-related incident careful records will always be made at all stages

The Police

The following criteria indicate the College's response to involving the police in any drug related incident:

- An incident that will probably be managed internally by the College – this will most likely cover incidents involving prescribed drugs or first offences of being found in possession of small quantities of category C drugs.
- The police will be informed or consulted – this will always happen if the College has evidence that a pupil has been supplying drugs or is in possession of category A or B drugs.
- The police will be actively involved – if the College has reason to believe that drugs are on site and a pupil does not give up the drugs or give permission for their possessions to be searched. The police will also be actively involved with drug related incidents which indicate the buying or selling of illegal drugs.

The College may contact our local police officer to discuss a case and ask for advice without divulging a pupil's name. The police will not normally need to be involved in incidents involving legal drugs, but the College may inform the police about the inappropriate sale or supply of alcohol or volatile substances to pupils in the local area.

Response to a Drugs Incident

- Any medical emergencies will be dealt appropriately and swiftly.
- In cases of substance use/misuse or supply on the premises, during the College day or during College visits etc, the case will be discussed with the young person and a written record taken; parents/carers will be informed by the Headteacher as soon as possible. The support of outside agencies will be sought if appropriate.
- If a young person admits to using or supplying substances off the premises, the appropriate action will be to inform the Headteacher, who will inform the parents/carers.
- While there is no legal obligation to inform the police, they may also be involved at the discretion of the Headteacher in consultation with Governors and staff who know the young person well
- The College will consider each incident individually and will employ a range of responses to deal with each incident
- The governing body will be involved in drug-related incidents as they are concerning other matters relating to the College.
- The Headteacher will take responsibility for liaison with the media, where required.

A Range of Responses

The needs of pupils in relation to drugs may come to light other than via an incident, for example, through the pastoral care system. The response may also serve to enforce and reinforce the College rules. Although not an exhaustive list, possible responses include:

- Early intervention
- Referral
- Counselling
- Behaviour Contract
- Inter-agency programme
- Fixed-period exclusion
- Pastoral Support Programme
- A managed move
- Permanent exclusion

Where an illegal drug is involved, areas to take into account include motive, medical requirements, personal needs, the reliability of evidence, the nature of the drug, the attitude of the pupil to the discovery, and so on. When all the circumstances and factors have been thoroughly explored, then the spectrum of possible responses will be considered and discussed.

College staff will be in a good position to judge whether the pupil or pupils involved are likely to learn from the experience and not engage in such activities in the future as a result of the College's considered response. If the police become involved and decide to press charges, then the law will take its course. If not, the College will endeavour to avoid a response that would be harsher than that imposed by the law.

Behaviour Contract

In the case of serious breaches of discipline such as possession of drugs on the College site a Behaviour Contract is a possible sanction. This must be agreed and signed by the pupil, the parents/carers and the College. The College will set out clearly the terms on which a young person can remain at the College and monitor progress towards greater stability. This may require the pupil to be 'internally excluded' from normal contact with peers during the College day for a fixed period in the first instance. Such an approach may incorporate intensive drug education input to boost the pupil's understanding. This may be supported by outside agencies such as health workers, youth workers or drug specialists.

Fixed-period exclusion

Exclusion will only be considered for serious breaches of the College's behaviour policy, and will not be imposed without a thorough investigation unless there is an immediate threat to the safety of others in the College or the pupil concerned.

Possession or taking of drugs on the College site will almost invariably result in a fixed-period exclusion. Supplying of drugs to another pupil will also almost always result in a fixed-term exclusion. On return to College following a fixed-term exclusion for a drugs related offence a pastoral support programme (PSP) which has multi-agency involvement will be established. The PSP should address underlying factors, whilst setting clear targets aimed at helping the pupil to manage their behaviour and supporting them towards positive re-investment in their own education.

A managed move

A managed move might be an alternative to a permanent exclusion if the College feels that it can no longer manage the behaviour of that pupil. This requires the full knowledge and co-operation of all parties involved, and will only be considered in circumstances when breaches of discipline have been serious and where it is clearly in the best interests of the pupil concerned.

Permanent exclusion

A decision to exclude a pupil permanently is a serious one. Permanent exclusion will usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Examples relating to drugs incidents that might result in a permanent exclusion are:

- Persistent abuse of the Colleges rules on drugs
- serious drugs offences including selling drugs on the College site
- if allowing the pupil to remain in College would seriously harm the education or welfare of the pupil or others in the College
- Failure to meet the targets set through either a behaviour contract or a PSP

Supplying an illegal drug is always a serious breach of College rules. In certain circumstances, even for a 'one off' or first offence the Headteacher may judge that an incident involving an illegal drug warrants permanent exclusion. In making this judgement the Headteacher should have regard to the College's policy on drugs. The decision will also depend on the precise circumstances of the case, including the evidence available and the nature of the incident.

In exceptional cases where a College decides to exclude permanently for supply of an illegal drug, repeated possession and/or use of an illegal drug on College premises, the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.

Confidentiality

The essential nature of confidentiality is not altered by the fact that a case involves drugs. Teachers cannot

promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional and moral duties in relation to:

- child protection
- co-operating with a police investigation

Every effort should be made to secure the pupil's agreement to the way in which the College intends to use any sensitive information by explaining carefully the purpose of any onward transmission.

Local Child Protection procedures may need to be invoked if a pupil's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the College should inform the pupil first and endeavour to explain why this may have to happen. These exceptions are defined by a moral or professional duty to act:

- where there is a child protection issue
- where a life is in danger.

Confiscation and Disposal

The law permits College staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of protecting a pupil from harm and to prevent an offence being committed in relation to that drug. The College will always confiscate drugs they suspect to be illegal, store them securely and arrange for their disposal without delay. An adult witness will if possible be present when a confiscation occurs and a record will be kept of the details.

The College is allowed to dispose of illegal drugs. A witness must be present and the action recorded. A drug may be handed to the Police though the law does not require this. If the decision of the College is not to involve the Police, the College will dispose of the drugs using recommended methods of disposal: Place the item* in bleach and sawdust, wrap in newspaper and dispose of through normal rubbish disposal. *except needles/ syringes etc

Larger quantities of suspected drugs will automatically be sealed in an envelope and the envelope signed and dated across the seal. This envelope will be stored in the College safe until collected by the police. Although the law does not require a College to divulge to the police the name of the pupil from whom the drugs were confiscated Pilton Community College may inform the police from whom the drugs have been confiscated. If a pupil is identified the police will be required to follow set procedures. Guidelines have been created in relation to the police response in Colleges where there is a drug-related incident and the collection/disposal of drugs.

It will not always be possible to identify a drug (or to be sure it is a drug) without formally testing it. In such cases the suspected drugs will be handed to the police. College staff must not attempt to analyse or taste unknown or confiscated substances.

Confiscation of other Unauthorised Drugs

Although it is not illegal to possess alcohol, medicines, solvents (or cigarettes) these items will always be confiscated from the pupil. These items will be held securely and parents/carers invited to attend the College to collect them. However, because of the level of danger posed by volatile substances, such as lighter fuel, glue or aerosols, the College will arrange for their safe disposal if they are not collected within 24 hours.

Contacting Parents/Carers

It is the responsibility of the Headteacher (or the nominated senior member of staff) to contact the parents/carers of a pupil involved in a drug-related incident. It is at the discretion of the Headteacher whether parents/carers are contacted and if so, at what stage. Factors such as the safety and welfare of the child, whether they are on the Child Protection register, and confidentiality issues will be recognised, although in most cases it is expected that a parent/carer would be contacted.

Keeping a Record of Incidents

A proper record is kept of all drug related incidents, whether they are emergencies or not. Such sensitive

information is kept, in accordance with the Data Protection Act 1998 within the pupil's file in a secure cabinet

Great care will be taken to record any statements provided by those involved or by witnesses as police may require these if the incident becomes a criminal investigation. The College will separate any pupils involved in the incident and obtain other adults to support and witness both the teacher dealing with the incident and the pupils involved. The records may be used as evidence in any subsequent prosecution.

A related incident form must be filled in for every incident and a copy available to the parents/carers



Our Expectations

- We take **Responsibility** for our behaviour in all areas of the school.
- We show **Respect** for others by arriving on time; sitting calmly in the correct seat and in uniform.
- We demonstrate **Resilience** by working to the best of our ability, in order to meet our targets and to complete challenging tasks
- We are **Trusted** to bring correct equipment to every lesson and to be prepared to learn.
- We demonstrate **Kindness** by listening and responding with politeness to staff and each other.
- We demonstrate **Courage** by trying new things, taking ourselves out of our comfort zone and standing up for others.

APPENDIX 4: ACCEPTABLE USE AGREEMENT FOR PARENTS AND CARERS

Digital technology is a crucial part of young people's lives in and out of school and a valuable tool for learning. We are committed to helping our pupils stay safe online and use technology responsibly.

Our Acceptable Use Policy and Agreement for pupils ensures that:

- our pupils are responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use
- our school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk

As a school, we will ensure that our pupils have good access to digital technologies to enhance their learning and, in turn, we expect pupils to be responsible users. A copy of the Pupil Acceptable Use Policy is attached to this permission form, to inform you of the school expectations of the young people in our care.

Please sign the permission form below to show your support of the school in this important aspect of our work.

Parent / Carer's Name

Pupil's Name

As the parent / carer of the above pupil, I give permission for my son / daughter to have access to the internet and ICT systems at school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people are safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and when using mobile technologies.

I understand that my child's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's internet safety.

Signed

Date

PART 2 ACCEPTABLE USE AGREEMENT FOR SECONDARY SCHOOL PUPILS

Technology is an important part of school life and beyond. Using ICT in a responsible way, to ensure that there is no risk to your safety or to the safety and security of the ICT systems or to other users is important. This acceptable use agreement explains your responsibilities and sets out the principles we expect you to adhere to when using ICT.

SAFETY AND SECURITY

- I understand that the school will monitor my use of the school's ICT systems, devices and digital communications.
- I will keep my username and password safe and secure and will not try to use another person's password. I understand that I should not write down or store a password where someone may steal it.
- I will not share personal information about myself or others online (this includes names, addresses, email addresses, telephone numbers, age, gender, school details, financial details etc).
- If I arrange to meet people off-line that I have communicated with online, I will do so in a public place and always take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable if I see it online.

USE OF THE SCHOOL SYSTEMS

- I will not use the school's ICT systems for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school's systems or devices for gaming, gambling, shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission from a member of staff to do so.
- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will not upload, download or access any materials that are illegal or inappropriate or may cause harm or distress to others, and understand that this includes any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will not install or attempt to install software of any type on any school device or try to alter computer settings.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

MY BEHAVIOUR ONLINE

- I will be polite and responsible when I communicate with others; I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.
- I will only use my own personal devices (mobile phones / USB devices etc) in school when I have permission. If I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment (include in line with school policy).
- I understand that the school has the right to take action against me if I am involved in incidents of inappropriate behaviour covered in this agreement, when I am out of school and when they involve online bullying or the sharing of inappropriate images.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who sent the email.
- I will ensure that I have permission to use the original work of others in my own work and where work is protected by copyright, I will not download copies (including music and videos).
- I will make sure that I think critically about any information I find online and understand that not all information online is reliable.

I understand that if I fail to comply with this Acceptable Use Policy Agreement, I may be subject to disciplinary action. This may include sanctions such as loss of access to the school ICT systems, detention, suspension, contact with my parents and, in the event of illegal activities, involvement of the police.

I have read and understand the above and agree to follow these guidelines at all times.

Name of Pupil: _____

Form / Class: _____

Signed: _____

Date: _____

APPENDIX 5: CODE OF CONDUCT FOR BEHAVIOUR ON SCHOOL TRANSPORT

This Code has been developed using Devon LEA Guidance on 'Behaviour on School Buses'. It is expected that every pupil will follow the Code of Conduct and that Parents will support the School and Devon LEA in this.

Poor behaviour on school transport is dangerous and affects the safety of both the driver and other pupils travelling on the buses.

Devon County Council Transport Co-ordination Service (TCS) manages all contracts for school transport. They also will pass onto Devon LEA the names of any pupils misbehaving on school transport. Devon LEA then asks the school to investigate the incident on their behalf. The LEA will also contact the parents of pupils involved in a bus incident.

Individual Transport Contractors operate the school buses. Our current contractors are Dene Valley, Taw & Torridge, Filers and Red Bus.

The bus drivers and companies liaise closely with the School, and are instructed to let Devon TCS know the names of any pupils causing or using bad language/ behaviour.

Pilton Community College will recommend to Devon LEA that a ban be imposed on pupils who deliberately and persistently break the Code of Conduct

Poor behaviour by a few pupils gives the whole College a bad name with the operating companies.

If there are any queries or concerns about Devon LEA provided transport we will be able to advise you on who to contact.

Code of Conduct

As a Pilton community College pupil I will:

- Sit in my assigned seat and wear the seatbelt provided
- Not leave any litter lying about on the bus
- Respect the bus driver, operator and any other persons on the bus, including fellow pupils
- Ensure that I do not get involved in any unsafe behaviour on the bus
- Ensure that I do no damage to the bus fabric, including seats

If I break this Code of Conduct:

- Devon LEA will decide what action is to be taken.
- This could be a warning letter or, if the situation warrants it, a ban for a fixed term or indefinitely.
- If a ban is imposed it becomes my parents' responsibility to make arrangements for my travel to school.
- If there is damage done to the fabric of the bus then the contractor may well bill me for that damage.

Message to Parents

We would ask that you:

- Go through this Code of Conduct with your son/daughter
- Reinforce the message about safety being our main concern
- Tell your son/daughter that if they are worried/ concerned about things happening on the bus they should talk to their Head of Year about it.

Signed: (Pupil)

Signed: (Parent)



Classroom expectations

Step 1: **Remind**

The first time an expectation is broken you will be reminded of our core expectations.

Step 2: **Record**

The second time an expectation is broken staff could: speak to you individually, move your seat, give you a break time detention, give a behaviour point on Class Charts. Your name will be put on the board.

Step 3: **Remove**

If your behaviour continues to be unacceptable you will be removed to the Short Term Inclusion Room (STIR). This will be recorded on Class Charts and you will receive an after-school detention.

Step 4: **Repair and Rebuild**

If you have been removed from a lesson you will need to have a restorative conversation with your teacher. This should happen in the after-school detention.

If you have been removed from the classroom twice in a day you will receive a day in inclusion.

APPENDIX 7: PHYSICAL RESTRAINT FORM

Reporting the use of physical restraint by staff

Name of pupil:	Date of Birth:	Tut Grp:
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Date of Incident:	Time:	Place:
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Report compiled by (restrainer):

Witnesses – staff members:	Witnesses - pupils:
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Antecedents:

Nature of the pupil's behaviour:

Description of the restraint:

What happened after the restraint (including any medical attention) :
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Signed:	Date:	Time:
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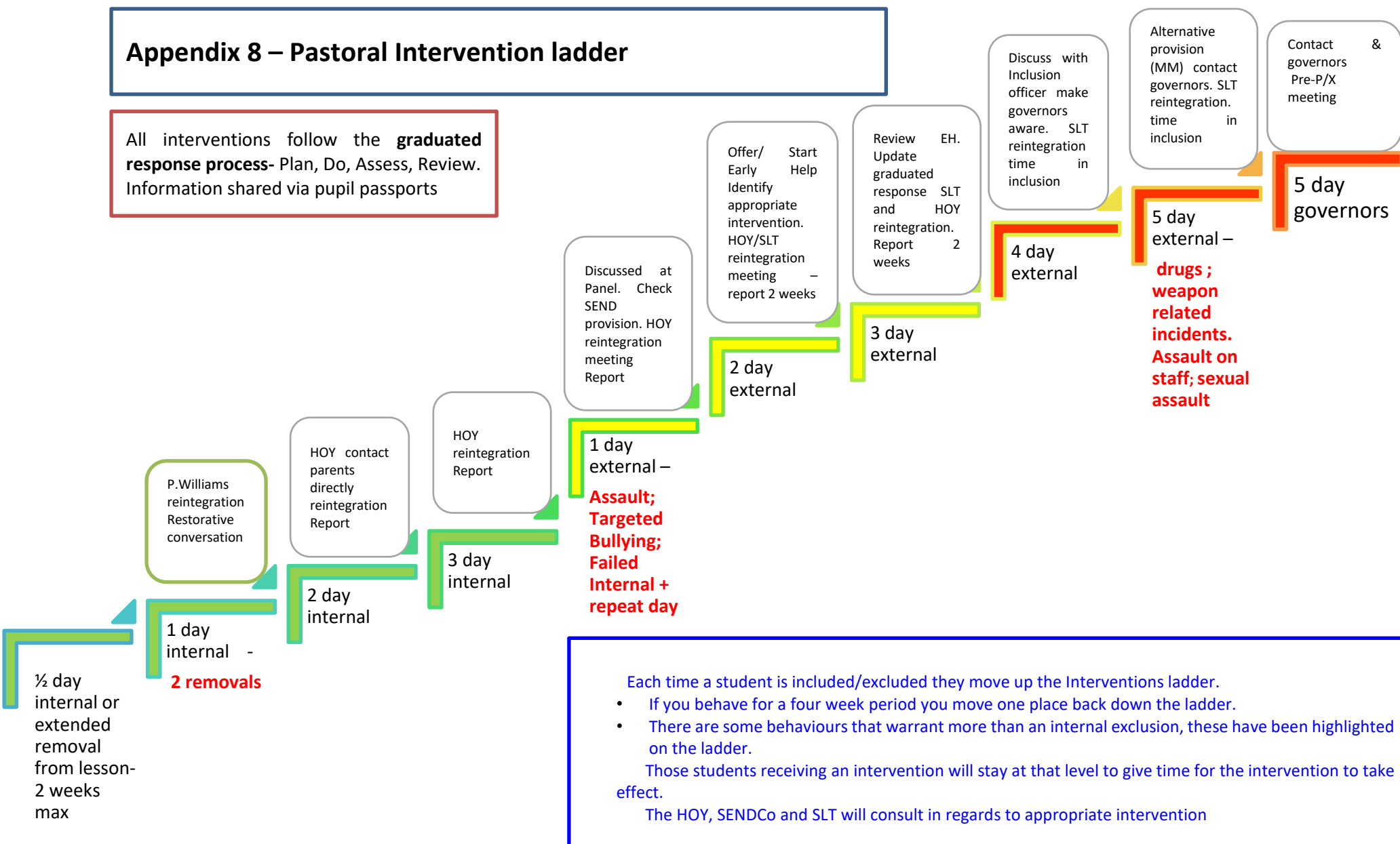
Follow up action:

Signed:	Date:	Time:
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Headteacher/Senior Member of staff

Appendix 8 – Pastoral Intervention ladder

All interventions follow the **graduated response process**- Plan, Do, Assess, Review.
Information shared via pupil passports



APPENDIX 9 POLICY HISTORY

[illegible]